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2. Reading Comprehension
3. Grammar and Vocabulary
4. Correction
5. Grouping of Words
6. Pairs of Words
7. Translation
 - Idioms & Phrases
 - Narration

Hafiz Karim Dad Chughtai

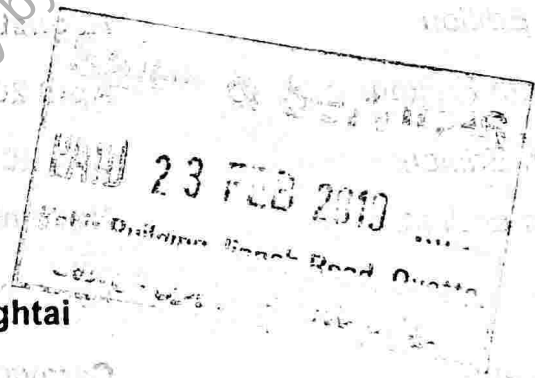
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English

(Grammar & Composition)

For CSS / PMS
and All Other Relevant Examinations

By
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To
Hyder Chughtai
My Maternal Uncle
The Leading Socialist in Pakistan
The greatest human being I ever met
The Single Most Influence on My Mental Upbringing
To Whom I Owe What I am Today

PREFACE TO FIRST EDITION

The need of this book arose after the Federal Public Service Commission (FPSC) announced changes in the syllabus of **ENGLISH (PRÉCIS & COMPOSITION)** for CSS in April, 2015. The commission retained some contents of the previous syllabus including Précis Writing (20 marks) Reading Comprehension (20 marks) and introduced a number of additional goals in the new/revised syllabus like Grouping of Words (10 marks), Translation (10 marks), Preposition, Phrasal Verbs, Correct Use of Tense, Punctuation, Conjunctions, Articles etc. Similarly, earlier the Pairs of Words were not a permanent question in CSS, now it has been made a compulsory question (of 10 Marks) which would require from the candidates to explain them in parenthesis () and use them in sentences. Likewise sentence correction (10 Marks) has also been made a compulsory question which requires candidates to rewrite the sentences each having a clear structural flaw in terms of grammar or punctuation.

The salient features of the book include its comprehensive nature, bilingual pattern (English & Urdu), solutions of previous CSS papers (over 30 years) in relevant chapters/topics/questions, additional practice (solved) exercises, Urdu translation of 50 GRE Word Lists (3500 Words), prepositions, phrasal verbs, pairs of words and vocabulary contained in chapter 7 for the purpose of translation.

The salient features of each chapter are summarized below:

Chapter 1: Writing Précis (20 Marks)

Given the elusive nature of précis question, we have given procedures of précising and suggesting an appropriate title along with practice illustrations in a comprehensive manner. Besides, solutions of CSS Précis (2015-1982) have also been furnished which would practically help the candidates in the exam. For some précis (2015-2010), we have given first and second / final drafts to aid the candidate for tackling the challenging question of précis in a methodic / systematic way. Additional précis exercises have also been provided from previous CSS papers and other sources in order that candidates may be able to practice and write précis on their own.

Chapter 2: Reading Comprehension (20 Marks)

Like précis, the rules / methods / procedures of reading / attempting comprehension questions have been furnished. Further the solutions of CSS Comprehension questions (2015-1985) have been provided. Moreover, additional comprehension exercises have also been added for the purpose of practicing the same.

Chapter 3: Grammar and Vocabulary (20 Marks)

This is the most comprehensive chapter of the book which is further bifurcated into two parts: (a) **Grammar** and (b) **Vocabulary**.

- (a) The grammar part entails all nine parts of speech (nouns, pronouns, adjectives, verbs, adverbs, interjections, conjunctions, articles and prepositions); phrasal verbs; and punctuation. All these have been covered in self-contained manner with special focus on practice (solved) exercises. In addition the lists of prepositions & phrasal verbs have been done into Urdu translation which would help in building vocabulary as well. For Correct Use of Tense (verb) and punctuation, we have given rules

regarding use of each tense / punctuation mark followed by practice (solved) exercises.

- (b) For vocabulary portion, in addition to GRE Master Word List (3500 words) in tabular format with simple Urdu translation, we have reproduced 50 GRE Word Tests (700 extracted from GRE Diagnostic / Model Tests) to optimally cater the CSS requirement of vocabulary. Furthermore, the solutions of CSS Vocabulary / Synonyms & Antonyms (2013-1983) have also been furnished.

Chapter 4: Sentence Correction (10 Marks)

Since the Sentence Correction (10 Marks) has been made a compulsory question in the new syllabus, therefore, we have enunciated the rules of all parts of speech / other grammatical expressions and identified the common blunders in their usage with examples and illustrations comprehensively. Three additional sentence practice (solved) sets have been tabulated which would aid the candidates in overcoming these blunders. Solutions of Correction questions asked in previous CSS Papers (2015-1979, 1957, and 1956) have also been provided.

Chapter 5: Grouping of Words (10 Marks)

This is a purely new requirement in the revised syllabus. Grouping of words are actually the analogy based questions. In CSS, a random list of twenty words of moderate standard (neither very easy nor utterly unfamiliar) shall be given, to be grouped by the candidates in pairs of those having similar or opposite meaning, as may be clearly directed in the question. To cater this requirement first we have given theory of grouping of words— analogies, common types of analogies, examples with answer explanations and additional practice (solved) exercises extracted from GRE and other relevant sources.

Chapter 6: Pairs of Words (10 Marks)

In the chapter the Pairs of Words (A-Z) have been given with explanation in parenthesis and sentences as per the requirement of new syllabus. Urdu translation of all pairs of words has also been provided for the facility of understanding. Besides solutions of Pairs of Words asked in previous CSS papers (2015-1979) have also been provided.

Chapter 7: Translation (10 Marks)

This is also a new introduction in the revised syllabus. In CSS, Ten short Urdu sentences involving structural composition, significant terms and figurative/idiomatic expressions shall be given, to be accurately translated into English. To cater the requirement of the syllabus, the lists of essential vocabulary under 41 heads (ranging from religious terms to economic terms, from proverbs to one word substitutions etc.) with Urdu translation have been provided. Formation of sentences based on tenses, voice, and other peculiar English / Urdu expressions have also been illustrated with model sentences and practice exercises.

We hope that this book will comprehensively fulfill the requirements of new / revised CSS syllabus of ENGLISH (PRÉCIS & COMPOSITION) paper Insha Allah.

We await and welcome all criticism/appreciation along with your valued suggestions / comments.

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PREFACE TO SECOND EDITION

Firstly, we are thankful to Allah Almighty for making this endeavour a phenomenal success.

Secondly, we are also overwhelmed by the positive feedback of the readers of this book especially the candidates of Competitive Exams (CSS/PMS). We also welcome their suggestions and critical appraisals which helped us revise some parts of the book i.e.

- (a) The Chapter 7 (Translation) has been completely revised. Earlier it was required by FPSC in CE-CSS-2016 to render short Urdu sentences into English, however, the commission asked to translate an Urdu passage into English. Therefore, we have provided some 30 useful/advanced level solved translation exercises to cater the new requirements.
- (b) Although in the revised CSS syllabus of CSS-2016, FPSC did not include Idioms and Narration (Direct & Indirect Speech) questions, however, it has asked both in CE-CSS-2016 paper of English (Precis & Composition). Therefore, we have provided Idioms and Narration in detailed manner alongwith solution of previous CSS papers (Idioms: 2015-1990, Narration: 2015-2002).
- (c) The English (Precis & Composition) paper of CSS-2016 with complete solution has also been provided.

It may be mentioned here that most of antonyms/synonyms, pair of words, grouping of words, correction, punctuation questions asked in CE-CSS-2016 were already covered in this book.

Thanks

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I am also indebted to my seniors for their constant guidance and unceasing streak of valuable suggestions especially: Shujaatullah Qureshi Sahib, Anwar Ali Sahib, Awais Ayub Sahib and Imtiaz Ali Sahib.

I am also greatly indebted to my Publisher, Ch. Ahmad Najib for his continued cooperation and patient guidance that helped me complete the book in a manner as it is in our hands.

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PAPER: ENGLISH (PRECIS & COMPOSITION) (100 MARKS)

(Revised Syllabus for CSS Competitive Examination)

The examination in this subject will be based upon a paper carrying 100 marks to Test the candidate's abilities to handle Precis Writing, Reading Comprehension, Sentence Structuring, Translation, Grammar and Vocabulary, etc.

I. Precis Writing (20 marks)

A careful selected passage with an orientation of generic understanding and enough flexibility for compression shall be given for précisising and suggesting an appropriate title. Out of the total 20 marks allocated to this question, 15 shall go to précisising the text and 5 to suggesting the title.

II. Reading Comprehension (20 marks)

A carefully selected passage that is rich in substance but not very technical or discipline-specific shall be given, followed by five questions, each carrying 4 marks.

III. Grammar and Vocabulary (20 marks)

Correct usage of Tense, Articles, Prepositions, Conjunctions, Punctuation, Phrasal Verbs, Synonyms and Antonyms etc.

IV. Sentence Correction (10 marks)

The sentences shall be given each having a clear structural flaw in terms of grammar or punctuation. The candidates shall be asked to rewrite them with really needed correction only, without making unnecessary alterations. No two or more sentences should have exactly the same problem, and 2-3 sentences shall be based on correction of punctuation marks.

V. Grouping of Words (10 marks)

A random list of twenty words of moderate standard (neither very easy nor utterly unfamiliar) shall be given, to be grouped by the candidates in pairs of those having similar or opposite meaning, as may be clearly directed in the question.

VI. Pairs of Words (10 marks)

Ten pairs shall be given of seemingly similar words with different meanings, generally confused in communication, for bringing out the difference in meaning of any five of them by first explaining them in parenthesis and then using them in sentences.

VII. Translation (10 marks)

Ten short Urdu sentences involving structural composition, significant terms and figurative/idiomatic expressions shall be given, to be accurately translated into English.

SUGGESTED READINGS

Sr.No.	TITLE	AUTHOR
1.	English Grammar in Use	Raymond Murphy (Cambridge University Press)
2.	Practical English Usage	M.Swan (Oxford University Press)
3.	The Little, Brown Handbook	H. Ramsey Flower & Jane Aaron (The Little, Brown & Co; Harper Collins)
4.	A University English Grammar	R. Quirk & S. Greenbaum (ELBS; Longmans)
5.	Write Better, Speak Better	Readers Digest Association.
6.	Modern English in Action	Henry Christ (D.C. Heath & Co.)

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PRECIS WRITING

❖ CSS Goal/Requirement of New/Revised Syllabus

Precis Writing (20 marks):

A careful selected passage with an orientation of generic understanding and enough flexibility for compression shall be given for précising and suggesting an appropriate title. Out of the total 20 marks allocated to this question, 15 shall go to précising the text and 5 to suggesting the title.

REVISED SYLLABI FOR CSS COMPETITIVE EXAMINATION, CE-2016 [Updated by FEDERAL PUBLIC SERVICE COMMISSION (FPSC) on: 7th July, 2015]

❖ CHAPTER OUTLINE:

1. Introduction
2. What is Précis?
3. Essentials of a Good Précis: What to Include in a Précis?
4. Avoid the Following: What to Exclude From a Précis?
5. Procedure of Précis Writing
6. Important Hints and General Guidelines Regarding Précis Writing
7. Specific Guidelines Regarding Précis Writing With Illustrations
8. Précis of Précis Writing Methods/Rules
9. Solved CSS Précis (2015-1982)
10. Unsolved Précis Exercises

PRÉCIS WRITING

"Brevity is the soul of wit" —Shakespeare

INTRODUCTION:

A précis may be defined as a summary or shortened form of a piece of writing, in which matters of detail are left out and only the important points are retained. It is a short digest of the essential facts or ideas contained in a given passage. Brevity, conciseness, or compression is thus the essence of a précis. The student must possess the judgment to be able to seize upon the essential points in a passage and leave out what is unnecessary or inessential. But he must also have an adequate vocabulary not only to understand the meaning of the given passage but to be able to express its main ideas in his own language. An ability to write a good précis is nowadays an essential qualification for working in government offices, newspaper offices, business houses, firms, etc. this ability will, therefore, be of great use and value to students even after they have passed the examination. They are advised for this reason, to try to acquire a certain degree of proficiency in the art of précis writing. Besides, Précis-writing is not only an exercise in writing concise English; it is also a very useful mental training.

WHAT IS PRÉCIS?

The word "Précis" is the French form of English word "Precise" which in the original Latin meant "Cut short". It is generally defined as a brief and clear statement in a connected and readable shape of the substance of a longer passage.

"Précis" is a new composition, a re-expression of another man's ideas. The capacity to make a Précis varies in individuals; and the greater the proficiency a person possesses, the deeper the impression he can create among the reading public. We can define a Précis as:

- A brief and clear statement, in a connected and readable shape of the substance of a longer passage.
- An abridgement, a summary of a subject matter, of a single document, or of a series of documents or letters on one topic.

Roughly speaking, it means an 'abstract' or a 'gist' of a longer passage or document. Thus to make a précis of a given passage amounts to extracting its main points and expressing them as clearly and in as few words as possible. Précis-writing is an exercise in compression. It is the main theme of a passage in as concise a form as possible. It should be lucid, succinct and complete. It should include all the important points also that one may be able to grasp the main idea and the general effect of the passage summarized.

Précis-writing expresses as tersely as possible, only the main theme, shorn of all unimportant details. No strict rule can be laid down regarding the length of a précis. On the average a précis should contain a third of the number of words in the original passage. A précis must fulfill the following three requirements:

- It must be in the form of a continuous narrative, i.e. it must not consist of disjointed sentences.
- It should include all the important ideas expressed in the original passage.
- It should rigidly exclude all that is unimportant and irrelevant.

ESSENTIALS OF A GOOD PRÉCIS: WHAT TO INCLUDE IN A PRÉCIS?

- A good précis should give the leading thoughts and the general impression of the passage summarized. A précis that gives only the leading points without giving

the general impression of the passage epitomized is not useful. It cannot be called perfect, it is all bones and no flesh. Such a précis does not impress anyone. In précis-writing it is necessary to master completely the meaning of the given passage. The passage should be dealt with as a whole and not in pieces. The aim of the summary-writing is to convey in a few sentences the whole sense and significance of a much longer passage.

- A good précis should be a continuous and compact piece of prose. It should not leave an impression on the reader that it is merely a series of disjointed sentences. As far as possible you should not use in your précis even a single sentence of the original. There is every temptation for you to borrow those sentences that are expressive but remember that they will not make good précis.
- A précis should be clear. It must present the substance of the original in your own language, expressed as distinctly as possible, so as to leave no doubt as to the import of any part of the original.
- A précis should be precise, terse and brief. Précis-writing means giving the essentials in the fewest possible words. Thus brevity is the very soul of a précis. It is necessary to omit from the summary several details and ornaments of expression. But no essential point of the original should be omitted. The summary should not be encumbered with any unnecessary figures of speech, illustrations or quotations. Figures of speech may be expressed in other simple words or completely left out. Quotations may also be omitted unless they form an integral part of the passage. Leave out all irrelevancies, digressions and unimportant details. Express the main idea in as few words as possible. But avoid being brief at the expense of clearness. Brevity does not imply obscurity. We should never be brief by sacrificing lucidity and clarity. A good précis should give the reader a full and adequate idea of the original passage. Brevity is useful only so far as it is compatible with completeness and clearness. A précis must not only be brief but also exact.
- A précis should not be sketchy. It should be complete and contain all that is important in the original.
- Finally learn to distinguish between what is essential to the development of the writer's thought and what is not essential to it. You should know how to separate the important thought from the mass of details in which it is embedded. There is no royal road to making a précis. It is an intellectual exercise. To tear the heart out of a passage needs concentrated thought and close attention. To boil down a passage in as few words as possible is not an easy task. We can only achieve success in précis-writing if we can fully enter into the spirit of the given passage and possess enough mastery of language to be able to epitomize it in a natural and compact style.
- Balance and Proportion:**
Proper proportion should be maintained while summarizing the various paragraphs of the passage. The important ideas should be given more space and the unimportant ideas should not be given undue importance.

AVOID THE FOLLOWING: WHAT TO EXCLUDE FROM A PRÉCIS?

- Avoid comments of your own and other irrelevancies.** Confine yourself rigidly to the statements in the original whether you agree with them or not. A précis is not an essay. You should not criticize the views expressed in the original passage nor should you amplify them. If the original passage is about the future of democracy and the writer is of the opinion that democracy has a bright future, you should not criticize this statement. You should refrain from expressing your views on the subject. You should make a précis of the writer's views on the subject. A précis is not the place for airing your own opinions make no additions and no comments. do not insert anything

additional you may know about the subject, and do not praise or blame any statement of the original.

2. **Avoid borrowing phrases and sentences from the original.** It should be in your own words as far as possible. Some indispensable words and phrases, however, can be taken. It is always risky to take whole sentences and phrases from the given passage because most of the examiners regard it as an unpardonable fault.
3. **Avoid emphasizing the wrong points.** This is often due to inadequate understanding of the original or to pre-conceived notions.
4. **Avoid exceeding the prescribed length by more than five to ten words.**
5. **Avoid bad style.** See that your sentences do not lack unity.
6. There is no room in a précis for colloquial expressions and rhetorical flourishes. All redundancies of expression must be rigorously excluded. The main purport or general meaning of the passage is the first essential of a summary; conciseness is the second. The following types of details are generally not included in the précis:
 - All introductory remarks.
 - Illustrations
 - Examples, anecdotes, stories.
 - Side-remarks.
 - Similes.
 - Metaphors.
 - Any statement that has been repeated

Examples:

- The man who hesitates is lost. *For instance, if a man goes on arguing whether he should not jump from the room of a house that has caught fire, he would, in all probability, never jump from it.*

In this example the italicized words form an illustration and they should not be included in the précis.

- Prevention is better than cure. *For example, if a man gets himself vaccinated, he will not fall a prey to smallpox, similarly if he nips a wicked habit in the bud, he will be spared much trouble.*

In this example the italicized words contain two illustrations both of which should be excluded from the précis.

- All similes and metaphors should be dispensed with in the précis. Let us take the following lines.

O my love is like a red, red rose
That is newly sprigs in June
O my love is like the melody
That is weekly played in tune.

While making the précis we should discard the similes and write: the lover says that his sweetheart is very beautiful.

If we have metaphors in the original we should exclude them from the précis.

PROCEDURE OF PRECIS WRITING

1. Reading:

First read the passage thoroughly and carefully to get a general idea of the passage. Generally one reading will not be sufficient for this purpose; read the passage carefully at

least three times to obtain a thorough grasp of its exact meaning. The more you read it, the more familiar will it become to you and the clearer will be its subject.

2. Detailed study of the Passage:

Further reading is now necessary to ensure that understand the details of the passage as well as its main purport. Read it now sentence by sentence and word by word. If you do not understand any difficult word or phrase, look up the meaning in a dictionary or apply your mind to it with all possible concentration. Detailed study of this kind is necessary, because a phrase, a sentence or even a single word may be of prime importance and the inability to understand it may cause you to miss the point of the entire passage.

3. Selection:-

Now you should decide which parts of the passage are essential and which parts are comparatively unimportant. The inessential parts can be safely omitted. This process of selection is very important. Do not select in a haphazard or mechanical way. The best guide, of course, is the subject or the main theme of the passage. You should have a clear and correct idea of the passage. Set down your ideas in brief notes – write down the title, the subject and the essential points. After this analytical study, it will be easy for you to brush aside all irrelevant and unimportant ideas and include all relevant and important ones. Conciseness, though essential, must not be secured at the expense of completeness.

4. Writing rough drafts:

Make a point-wise summary of main ideas. This is your first draft of the précis. It is not likely that your first attempt will be a complete success. The draft will probably be too long. In fact you may have to write out several drafts before you get the right one – coherent, compact and complete. It is a good plan to write the first draft in your own words without using the words of the original passage.

5. How to find the Title?

Sometimes one is asked to supply a title for a précis. While reading the original passage thinks of some word, phrase or short sentence that will sum up the main idea of the passage. Sometimes the title is supplied by what we may call the key-sentence. The key-sentences usually found either at the beginning or at the end of the passage.

But you will not always find such convenient key-sentences in the passage you have to summarize. Where such is the case the best plan for you to follow will be to get a clear idea of the subject from the passage as a whole and then sum it up under a suitable and striking heading.

The title may be in form of title and subtitle both separated by a colon, for instance the title of CSS Précis of 2012, 2014 English papers may be:

- **Population Control: A State Responsibility**
- **Inculcation of social morality: An Essential Responsibility of Education Sector.**

A short and concise title should be suggested. The title must be abridged and appropriate. For instance, if the passage is about the way in which one should talk, 'The Art of Conversation' would be good title. If the passage contrasts two things say the past and the present, we can suggest 'Past versus Present' or simply 'Past and Present' as a title. If the passage stresses the importance of something, say of books, we can suggest, 'The Importance of Books'. If the passage discusses the merits and demerits of anything, say athletics, we can suggest 'The Use and Abuse of Athletics' as a title. The title may be as terse as possible; however roughly it should be of 4 to 13 words – not exceeding the limit.

IMPORTANT HINTS AND GENERAL GUIDELINES REGARDING PRECIS WRITING

1. Write down all the important points in the passage so as to form a framework of your epitome.
2. Write out your précis, having a general idea of the whole extract in your mind and the framework you have drawn up before you. Write as simply, clearly, and effectively as you can. The parts of your epitome should bear the same balance and proportion in relation to one another as the parts of the original. Otherwise your epitome will distort the effect.
3. Remember that the object of a précis is to give a true summary of the original. Add nothing to your epitome which is not in the original and omit nothing which is important.
4. It is usually advisable to follow the order of the original in the arrangement of ideas. But this is by no means essential. It is permissible to re-arrange the ideas in any order you please, if by so doing you can improve the logical sequence.
5. The précis should be approximately of the length prescribed. If you are asked to make a précis in 100 words and you make it in 150, you will be penalized. But a few words more do not matter. Where the limit of words is not given, about a third of the length of the original is usually expected. However, roughly speaking one-third ± 10 words can be the overall length of précis of given passage.
6. The précis must be an organic whole. Its parts must be well joined; they must be knit together indivisibly. There should be no sudden or abrupt transitions; nor there disjointed sentences: one idea should lead to the other and all the ideas must be bound up inseparably together.
7. The précis must be a connected whole. It may be divided into paragraphs according to changes in the subject-matter. These should not appear as separate points but should be logically joined together. The précis should be a clear and connected piece of prose.

SPECIFIC GUIDELINES REGARDING PRECIS WRITING WITH ILLUSTRATIVE EXAMPLES

1. When a list of things is given in the original, a general word should be used to express the idea.

Original:

"There were dogs, cats, hens, ducks, geese and pigs barking, squealing, crowing, quacking, and growling all over the farmyard."

In compressing this, we shall convey the idea in the following manner:

Precis:

Different animals and birds were making various noises over the farmyard.

- The number of words used here is more than one third of the original, but that is because the original passage is too short to allow a précis one-third in length. This is only an illustration to convey the technique to the student.

Original:

"Carpenters, blacksmiths, tailors, shoemakers and those engaged in similar other trades had assembled there to voice grievances and to seek redress."

In compressing this, we shall convey the idea in the following manner:

Precis:

Artisans of various kinds had gathered to seek the redress of their grievances.

2. It is useful to learn certain one-word substitutions, that is, single words which convey the meaning expressed in a group of words. (For one-word substitution see Chapter 07, Translation).

- "They arrived at the same time" may be written in a précis as "They arrived simultaneously".
- "You are liable to be called upon to explain your action".
This can be shortened as follows.
You are answerable for your actions.
- "This man is given to the luxuries of the table".
Shortened form: "This man is an epicure".
- "You have many weaknesses. One of them is that you easily believe what people tell you and that you do not verify the facts".
This may be shortened as follows:
One of your many weaknesses is that you are too credulous.
- "Nasser is liked by the people".
Shortened form: "Nasser is popular".
- "These two words are identical in sense and meaning".
Shortened form: "These two words are synonyms".

3. Among the rules given above, it has been said that figurative language should be changed into a simple and direct expression.

Original:

"I have gown to feel that the ambition which we preach and the success for which we prepare are very often nothing but a missing of the simple road, a troubled wandering among thorn bypaths and dark mountains."

Precis:

Here the second part of the sentence is written in a figurative style. That is, "road", "thorny bypaths" and "dark mountains" are not used in their literal sense. So while shortening it we have to use simple words in place of the figurative language. We may write as follows:

I feel that the ambition and the success which we aim at often take us away from the right path and involve us in difficulties.

But we must not forget that we should not use the first person pronoun. The correct way of writing, therefore, would be:

The author's feeling is that the ambition and the success which people aim at often take them away from the right path and involve them in difficulties.

Here is another example of the use of figurative language:

Original:

"And then he came. He was like a powerful current of fresh air that made us stretch ourselves and take deep breaths, like a beam of light that pierced the

darkness and removed the scales from our eyes, like a whirlwind that upset many things but most of all the working of people's minds".

Precis:

In this passage the word "fresh air", "stretch ourselves and take deep breaths", "a beam of light.....darkness", "scales", "like a whirlwind" are all used in a figurative sense.

We can simplify and condense this passage in the following manner:

And then he came. He was a powerful enlightening influence. He changed people's thinking and makes them progressive.

Here the idea of the whirlwind upsetting many things has been conveyed by the use of the expression "powerful influence". The word "enlightening" convey the idea of "a beam of light that pierced the darkness and removed the scales from our eyes."

Precis:

Here the subject is the relationship between the theatre in Pakistan and a common language for the whole country. The writer wishes to point out that the theatre will gain very much if a common spoken and written language is accepted by the whole country. The second and third sentences in the passage above may, therefore, be completely ignored in writing the précis while the rest of the passage may be compressed as follows:

A national language, spoken and written, can greatly benefit the theatre in Pakistan. The acceptance of a common language by the country will, therefore, be a great day for the theatre.

Now take the following passage:

Original:

We are told by some ancient authors that Socrates was instructed in eloquence by a woman. I have indeed very often looked upon that art as the most proper for the female sex, and I think the universities would do well to consider whether they should not fill the rhetoric chairs with she-professors. It has been said in the praise of some men that they could talk whole hour together upon anything, but it must be owned to the honour of the other sex, that there are many among them who can talk whole hours together upon nothing.

Precis:

Here the first sentence may be completely ignored as it merely serves to introduce the main idea of the paragraph. The student should not think that, because Socrates was a great philosopher, the name of Socrates must be brought into the précis. Again, the suggestion that she-professors should fill the chairs of rhetoric in universities need not be brought into the précis, as it is merely an illustration. The main idea when they have nothing worthwhile to talk about. There is also a comparison between men and women in this connection. Accordingly, we can shorten the passage given above in the following manner:

The author regards eloquence in speech-making as an art which belongs chiefly to women. They have a great capacity that men for talking. They can talk for hours together even when they have nothing to talk about.

6. Indirect Speech:

As a rule a précis should be written in indirect Speech. Great care must be taken to avoid lapsing into Direct Speech – a very common fault. The Direct manner of narration should be changed into Indirect manner of speech of the original passage is in the Direct Narration.

7. Person:

The summary should be in Third Person. The First Person should be changed into Third Person. Thus if the original passage is in the first person you should change it into the third person while making the précis.

Examples**Original:**

"I say, first we have despised literature. What do we as a nation, care about

Consider the following examples and their brief meanings.

Original:

The hand that rocked the cradle and brought up the kids had kicked the bucket.

Precis:

This sentence simply means:

The mother was dead.

4. Sometimes a writer may have written several sentences which can be compressed into one as:**Original:**

Truthfulness is an important quality of greatness. Honesty is a requisite of greatness. Purity of character, too, is expected in a great man. Initiative and a spirit of enterprise are other qualities which we look for in a great man.

Precis:

This passage may be compressed as follows:

Truthfulness, honesty, purity of character, initiative and a spirit of enterprise are essential qualities of greatness.

5. Now we take a few examples of unnecessary details which have to be eliminated from a passage.**Examples:****Original:**

Finally, a word about what a national language spoken, written, and thought might do for the theatre in Pakistan. With the new awakening in social life, the need for the common tongue is being increasingly felt. Much work is being done to hammer out a common linguistic medium. The day when it is accepted will be a great day for the Pakistani theatre, as it will be for all art in the county. But the theatre, because it's like blood is the spoken word, will gain most.

books" I say, we have despised Science. I say we have despised Art."

Precis:
The writer said that they had despised literature, science and art.

8. Sequence of tense:

When the reporting verb is in the past tense, all the verbs must be changed to their corresponding past tense as:-

Original:

Hazlitt wrote:

"But I may say of Coleridge that he is the only person I ever knew who answered to the idea of a man of genius."

Precis:

The précis should be generally made in the Past Tense unless the original passage expresses some universal truth in which case the Present Tense must be used.

Hazlitt wrote that he knew only Coleridge to possess all the qualities of genius.

9. Passage Expressing a Universal Truth

The précis should be generally made in the Past Tense unless the original passage expresses some universal truth in which case the Present Tense must be used.

Original:

War is a great calamity. It is worse than famine or plague. It settles nothing but unsettles everything.

Precis:

War is more destructive than epidemics and starvation.

Conclusion:

Here we sum up all the points which will enable you to summarize a passage in about one-third of its original length.

1. First read the passage carefully several times if necessary, to understand thoroughly its main theme or general purport.
2. Examine the passage in detail and make sure of the meaning of each sentence phrase and word.
3. Underline the important points to be included in your précis. An important point is one which is intimately connected with the main subject and it is essential for a clear exposition of the theme.
4. Note down all the important points essential to the expression of the main theme.
5. Do not borrow phrases and sentences from the original passage. Use your own language in the précis. While words and phrases from the original may be used in the précis, whole sentences should never be lifted out of the original passage to be included in précis of the passage. Your summary should be in your own words, condensed by remodeling rather than by mere omission. See that contains all the essential points of the original but has nothing irrelevant or superfluous. Your précis should be a self-contained and connected whole.
6. Add nothing, make no comment, correct no statements. Your own comments on the ideas of the précis are absolutely forbidden. Do not express any opinion, favorable or unfavorable, about the ideas in the original passage.

7. Do not extend the limit of words prescribed. The précis should be roughly one-third of the original passage. Always prepare a rough draft first and count the words. If you find that is too long, shorten it by removing what seems non-essential and by condensing phraseology. If it turns out to be too short, read original to see what more can be added to the précis.
8. Your précis should be a connected whole and self-contained summary. It should not be divided into paragraphs.
9. Examples, illustrations, and comparison should be left out of the précis. Figures of speech should be removed and the ideas expressed in clear, direct language.
10. Do not use the direct form of speech in the précis. If the author has written in the first person pronoun using "I" and "my", you should write in the third person pronoun: "he" or "his". The précis may in such case begin thus: "The author says....." or "According to the author.....". In case the name of the author, Chesterton or Johnson or Macaulay, is given at the end of the passage, the précis should begin thus: "According to Chesterton..." or "Macaulay says....." or "Johnson expresses the view.....".
11. See that your précis is a piece of readable English and that its ideas can be understood even by a person who has not gone through the original. This is very important.
12. There should be no mistakes of spelling grammar and idiom. Your précis should be properly punctuated and paragraphed. Let the language be simple and direct.
13. Indicate the number of words in original passage and your précis at their end (Optional).
14. Although the original passage may be comprised of more than paragraph (1,2,3,4.....), However the prices should be only in one paragraph especially in CSS/Academic Exams. However in government officer, private organizations and business firms etc. the restriction is generally not followed – where précis may contain more than one paragraph if need be.
15. Supply a short title which sums up or indicated the main theme. The title should be very striking and terse.

PRECIS OF PRECIS WRITING METHODS & RULES

❖ Five Steps To Make A Precis

1. Attempt to understand the Passage by:
 - two or four readings of the passage
 - understanding the meaning of words
 - understanding the general meaning of the passage
2. Attempt to make the Passage Brief by:
 - dropping unnecessary information
 - compressing the sentences
3. Attempt to make the final Précis by:
 - writing the first rough draft
 - taking into account the number of words polishing the rough draft into 1/3 of the original
4. Keep the following three points in mind;
 - a précis is one third of the original

- a précis is written in third person.
- a précis is written in indirect Narration.
- a précis is written in simple and direct language.

5. Supply a Suitable Title;

- Supply a short title which sums up or indicated the main theme.
- The title should be very striking and terse.

❖ Five Qualities Of A Good Precis

1. Selection (اہم نکات کا انتخاب)
2. Conciseness (اختصار)
3. Sequence (ترتیب)
4. Clearness (وضاحت)
5. Coherence (رابط)

SOLVED CSS PRECIS (2015-1982)

CSS 2015

Q2. Make a précis of the following text and suggest a suitable title.

(20)

In studying the breakdowns of civilizations, the writer has subscribed to the conclusion - no new discovery! - that war has proved to have been the proximate cause of the breakdown of every civilization which is known for certain to have broken down, in so far as it has been possible to analyze the nature of these breakdowns and to account for their occurrence. Like other evils, war has an insidious way of appearing not intolerable until it has secured such a stranglehold upon the lives of its addicts that they no longer have the power to escape from its grip when its deadliness has become manifest. In the early stages of a civilization's growth, the cost of wars in suffering and destruction might seem to be exceeded by the benefits accruing from the winning of wealth and power and the cultivation of the "military virtues"; and, in this phase of history, states have often found themselves able to indulge in war with one another with something like impunity even for the defeated party. War does not begin to reveal its malignity till the war-making society has begun to increase its economic ability to exploit physical nature and its political ability to organize manpower, but, as soon as this happens, the god of war to which the growing society has long since been dedicated proves himself a Moloch by devouring an ever larger share of the increasing fruits of man's industry and intelligence in the process of taking an ever larger toll of life and happiness; and, when the society's growth in efficiency reaches a point at which it becomes capable of mobilizing a lethal quantum of its energies and resources for military use, then war reveals itself as being a cancer which is bound to prove fatal to its victim unless he can cut it out and cast it from him, since its malignant tissues have now learnt to grow faster than the healthy tissues on which they feed.

In the past, when this danger-point in the history of the relations between war and civilization has been reached and recognized, serious efforts have sometimes been made to get rid of war in time to save society, and these endeavours have been apt to take one of other of two alternative directions. Salvation cannot, of course, be sought anywhere except in the working of the consciences of individual human beings; but individuals have a choice between trying to achieve their aims through direct action as private citizens and trying to

achieve them through indirect action as citizens of states. A personal refusal to lend himself in any way to any war waged by his state for any purpose and in any circumstances is a line of attack against the institution of war that is likely to appeal to an ardent and self-sacrificing nature; by comparison, the alternative peace strategy of seeking to persuade and accustom governments to combine in jointly resisting aggression when it comes and in trying to remove its stimuli beforehand may seem a circuitous and unheroic line of attack on the problem. Yet experience up to date indicates unmistakably, in the present writer's opinion, that the second of these two hard roads is by far the more promising.

Précis:

First Draft

1. A historical study into the causes of breakdown of civilizations reveals that the fall of civilizations has often been caused by warfare.
2. Wars have been fought until its perpetrators themselves became its victim as there can be no limited/ controlled warfare.
3. Wars have done more harms than benefits to the warring parties as in initial stages of civilization both victorious and conquered enjoyed impunity for the destruction they caused to the humanity.
4. In recent times, the wars especially the nuclear ones have become more lethal and cancerous due to advancement in modern weaponry which can annihilate the vanquished party/ victim.
5. In past the saner efforts have been made to protect civilization from the ravages of war by two alternative ways: Individual efforts by citizens and collective efforts by state/ governments which spurt out of willingness to avoid war.
6. However, it has been experienced that the better of the two options is the one involving pre-emptive peace making strategies adopted by various governments which also focuses on addressing the root causes of the war *per se*.

Second/ Final Draft

A historical study into the causes of breakdown of civilizations reveals that the breakdown has been caused by warfare: war is inimical to growth of human civilization. More often than not, the wars have proved unlimited and caused great destruction to the vanquished party. Besides the quarreling parties have enjoyed impunity for the unmitigated destruction they caused. In modern age, wars have been more lethal and cancerous due to advancement in modern weaponry and dawn of nuclear age. However, humanity can be saved from the scourge of war by two ways: by individual efforts of citizens who may refuse to participate in war and by the collective efforts on the part of governments. However, it has been experienced that the better of the two options is the one involving pre-emptive peace making strategies adopted by various governments which also focuses on addressing the root causes of the war *per se*.

Title: War Can Be Avoided through Joint Preemptive Peace Making Strategies by Governments of Concerned Countries.

CSS 2014, 1979

Q.2 Make a précis of the following passage and suggest a suitable heading. (20+5=25)

Probably the only protection for contemporary man is to discover how to use his intelligence in the service of love and kindness. The training of human intelligence must

include the simultaneous development of the empathic capacity. Only in this way can intelligence be made an instrument of social morality and responsibility - and thereby increase the chances of survival.

The need to produce human beings with trained morally sensitive intelligence is essentially a challenge to educators and educational institutions. Traditionally, the realm of social morality was left to religion and the churches as guardians or custodians. But their failure to fulfil this responsibility and their yielding to the seductive lures of the men of wealth and pomp and power are documented by history of the last two thousand years and have now resulted in the irrelevant "God Is Dead" theological rhetoric. The more pragmatic men of power have had no time or inclination to deal with the fundamental problems of social morality. For them simplistic Machiavellianism must remain the guiding principle of social decisions - power is morality, morality is power. This over-simplification increases the chances of nuclear devastation. We must therefore hope that educators and educational institutions have the capacity, the commitment and the time to in-still moral sensitivity as an integral part of the complex pattern of functional human intelligence. Some way must be found in the training of human beings to give them the assurance to love, the security to be kind, and the integrity required for a functional empathy.

Precis:

First Draft

1. The safety of man lies in the appropriate use of human intelligence which involves empathy and affection. This is both a challenge and a requirement.
2. This challenge should be taken by educators in educational institutions.
3. Earlier, the moral inculcation was deemed a function of clergy and its historically established institution i.e. church, but as they succumbed to lure of powers and profits for the perpetuation of their ecclesiastical clout, it rendered them irrelevant and incapacitated from contributing in social morality in an effective way.
4. Like clergymen, politicians have also failed to deliver in realm of quintessential social morality as they neither have time nor willingness for the task at hand. For them morality is power and power is morality, which has done more harms and risks the likelihood of nuclear devastation in future.
5. Although the clergy have no capacity and the politicians have no time/ commitment, however, educators and educational institutions have both capacity/commitment and time to infuse moral sensitivity to tame human intelligence. Education sector is expected to train the pupils in a way which may produce men possessed of social morality, humane love, personal integrity and human understanding.

Second/ Final Draft

The challenge of survival and safety of humankind requires the appropriate use of human intelligence which involves inculcation of human empathy and affection for fellow human beings. This challenge should be taken up by education sector as neither the clergy have the capacity nor the political elite have the time to take the task of social morality effectively. In past, clergy - through church - was deemed to morally train the people but it has historically failed due to its collusion with power elite which rendered them incapacitated and irrelevant from addressing the daunting task of social morality. Similarly, politicians have no time to carry out moral training of society as for them power is everything: power is morality and vice versa. It is, therefore, responsibility of education sector to morally train the people in a way which infuses ideals of social morality, humane love, personal integrity and human understanding.

Title: Inculcation of Social Morality: An Essential Responsibility of Education Sector.

CSS 2013

Q.2 Make a précis of the following passage and suggest a suitable heading. (20+5=25)

Culture, in human societies, has two main aspects: an external, formal aspect and an inner, ideological aspect. The external forms of culture, social or artistic, are merely an organized expression of its inner ideological aspect, and both are an inherent component of a given social structure. They are changed or modified when this structure is changed or modified and because of this organic link they also help and influence such changes in their parent organism. Cultural Problems, therefore, cannot be studied or understood or solved in isolation from social problems, i.e. problems of political and economic relationships. The cultural problems of the underdeveloped countries, therefore, have to be understood and solved in the light of the larger perspective, in the context of underlying social problems. Very broadly speaking, these problems are primarily the problems of arrested growth; they originate primarily from long years of imperialist - Colonialist domination and the remnants of a backward outmoded social structure. This should not require much elaboration European Imperialism caught up with the countries of Asia, Africa or Latin America between the sixteenth and nineteenth centuries. Some of them were fairly developed feudal societies with ancient traditions of advanced feudal culture. Others had yet to progress beyond primitive pastoral tribalism. Social and cultural development of them all was frozen at the point of their political subjugation and remained frozen until the coming of political independence. The culture of these ancient feudal societies, in spite of much technical and intellectual excellence, was restricted to a small privileged class and rarely intermingled with the parallel unsophisticated folk culture of the general masses. Primitive tribal culture, in spite of its childlike beauty, had little intellectual content. Both feudal and tribal societies living contagiously in the same homelands were constantly engaged in tribal, racial, and religious or other feuds with their tribal and feudal rivals. Colonialist - imperialist domination accentuated this dual fragmentation, the vertical division among different tribal and national groups, the horizontal division among different classes within the same tribal or national group. This is the basic ground structure, social and cultural, bequeathed to the newly liberated countries by their former over lords.

Precis:

First Draft

1. Culture of a society has two aspects: outer (practical) and inner (ideological).
2. The outer aspect is roughly an organised outcome of the inner aspect and they both constitute the social structure.
3. The occurrence of a social change is connected to and dependent on any modification that takes place in these aspects of the culture.
4. Socio-cultural problems of a country, therefore, should always be analyzed and handled keeping in mind its ideology (inner structure) and the influence of its colonial masters (external influence).
5. Since ages, countries either had feudal or tribal culture and even now they both exist—vertically in terms of division among tribal and national groups and horizontally in form classes within tribes or a national groups. This is fundamental social and cultural structure of former colonies left behind by the colonisers.

Second/Final Draft

Culture of a society has two aspects: outer (practical) and inner (ideological). The former is roughly an organised outcome of the latter and they both constitute the social structure. The occurrence of a social change is connected to and dependent on any

include the simultaneous development of the empathic capacity. Only in this way can intelligence be made an instrument of social morality and responsibility - and thereby increase the chances of survival.

The need to produce human beings with trained morally sensitive intelligence is essentially a challenge to educators and educational institutions. Traditionally, the realm of social morality was left to religion and the churches as guardians or custodians. But their failure to fulfil this responsibility and their yielding to the seductive lures of the men of wealth and pomp and power are documented by history of the last two thousand years and have now resulted in the irrelevant "God Is Dead" theological rhetoric. The more pragmatic men of power have had no time or inclination to deal with the fundamental problems of social morality. For them simplistic Machiavellianism must remain the guiding principle of their decisions - power is morality, morality is power. This over-simplification increases the chances of nuclear devastation. We must therefore hope that educators and educational institutions have the capacity, the commitment and the time to in-still moral sensitivity as an integral part of the complex pattern of functional human intelligence. Some way must be found in the training of human beings to give them the assurance to love, the security to be kind, and the integrity required for a functional empathy.

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1. The safety of man lies in the appropriate use of human intelligence which involves empathy and affection. This is both a challenge and a requirement.
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4. Like clergymen, politicians have also failed to deliver in realm of quintessential social morality as they neither have time nor willingness for the task at hand. For them morality is power and power is morality, which has done more harms and risks the likelihood of nuclear devastation in future.
5. Although the clergy have no capacity and the politicians have no time/ commitment, however, educators and educational institutions have both capacity/commitment and time to infuse moral sensitivity to tame human intelligence. Education sector is expected to train the pupils in a way which may produce men possessed of social morality, humane love, personal integrity and human understanding.

Second/ Final Draft

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Title: Inculcation of Social Morality: An Essential Responsibility of Education Sector.

CSS 2013

Q.2 Make a précis of the following passage and suggest a suitable heading. (20+5=25)

Culture, in human societies, has two main aspects; an external, formal aspect and an inner, ideological aspect. The external forms of culture, social or artistic, are merely an organized expression of its inner ideological aspect, and both are an inherent component of a given social structure. They are changed or modified when this structure is changed or modified and because of this organic link they also help and influence such changes in their parent organism. Cultural Problems, therefore, cannot be studied or understood or solved in isolation from social problems, i.e. problems of political and economic relationships. The cultural problems of the underdeveloped countries, therefore, have to be understood and solved in the light of the larger perspective, in the context of underlying social problems. Very broadly speaking, these problems are primarily the problems of arrested growth; they originate primarily from long years of imperialist - Colonialist domination and the remnants of a backward outmoded social structure. This should not require much elaboration European Imperialism caught up with the countries of Asia, Africa or Latin America between the sixteenth and nineteenth centuries. Some of them were fairly developed feudal societies with ancient traditions of advanced feudal culture. Others had yet to progress beyond primitive pastoral tribalism. Social and cultural development of them all was frozen at the point of their political subjugation and remained frozen until the coming of political independence. The culture of these ancient feudal societies, in spite of much technical and intellectual excellence, was restricted to a small privileged class and rarely intermingled with the parallel unsophisticated folk culture of the general masses. Primitive tribal culture, in spite of its childlike beauty, had little intellectual content. Both feudal and tribal societies living contagiously in the same homelands were constantly engaged in tribal, racial, and religious or other feuds with their tribal and feudal rivals. Colonialist - imperialist domination accentuated this dual fragmentation, the vertical division among different tribal and national groups, the horizontal division among different classes within the same tribal or national group. This is the basic ground structure, social and cultural, bequeathed to the newly liberated countries by their former over lords.

Precis:

First Draft

1. Culture of a society has two aspects: outer (practical) and inner (ideological).
2. The outer aspect is roughly an organised outcome of the inner aspect and they both constitute the social structure.
3. The occurrence of a social change is connected to and dependent on any modification that takes place in these aspects of the culture.
4. Socio-cultural problems of a country, therefore, should always be analyzed and handled keeping in mind its ideology (inner structure) and the influence of its colonial masters (external influence)!
5. Since ages, countries either had feudal or tribal culture and even now they both exist—vertically in terms of division among tribal and national groups and horizontally in form classes within tribes or a national groups. This is fundamental social and cultural structure of former colonies left behind by the colonisers.

Second/Final Draft

Culture of a society has two aspects: outer (practical) and inner (ideological). The former is roughly an organised outcome of the later and the latter both constitute the social structure. The occurrence of a social change is connected to and dependent on any

modification that takes place in these aspects of the culture. Socio-cultural problems of a country, therefore, should always be analyzed and handled keeping in mind its ideology (inner structure) and the influence of its colonial masters (external influence)! Since ages countries either had feudal or tribal culture and even now they both exist—vertically in terms of division among tribal and national groups and horizontally in form classes within tribes or national groups. This is fundamental social and cultural structure of former colonies left behind by the colonisers.

Title: Social Structure & Socio-Cultural Problems of Former Colonies

CSS 2012

Q.2. Write a précis of the following passage and suggest a suitable title. (20+5=25)

One of the most ominous and discreditable symptoms of the want of candour in present-day sociology is the deliberate neglect of the population question. It is, or should be, transparently clear that, if the state is resolved, on humanitarian grounds, to inhibit the operation of natural selection, some rational regulation of population, both as regards quality and quantity, is imperatively necessary. There is no self-acting adjustment, apart from starvation, of numbers to the means of subsistence. If all natural checks are removed, a population in advance of the optimum number will be produced and maintained at the cost of a reduction in the standard of living. When this pressure begins to be felt, that section of the population which is capable of reflection and which is a standard of living which may be lost will voluntarily restrict its numbers, even to the point of failing to replace death by an equivalent number of new births; while the underworld, which always exists in every civilized society. The failure and misfits and derelicts, moral and physical will exercise no restraint and will be a constantly increasing drain upon the national resources. The population will thus be recruited in a very undue proportion by those strata of society which do not possess the qualities of useful citizens.

The importance of the problem would seem to be sufficiently obvious. But politicians know that the subject is unpopular. The urban have no votes. Employers are like a surplus of labour, which can be drawn upon when trade is good. Militarists want as much food for powder as they can get. Revolutionists instinctively oppose any real remedy for social evils. They know that every unwanted child is a potential insurgent. All three can appeal to a Quasi-Religious prejudice, resting apparently on the ancient theory of natural rights which were supposed to include the right of unlimited procreation. This objection is now chiefly urged by celibate or childless priests; but it is held with such fanatical vehemence that the fear of losing the votes which they control is a welcome excuse for the baser sort of politicians to shelve the subject as inopportune. The socialist calculation is probably erroneous. For experience has shown that it is aspiration, not desperation, that makes revolutions.

Précis:

First Draft

1. The population question is a victim of studied neglect on the part of hesitant sociologists.
2. It is desired that State should regulate exponential growth of population on human grounds in terms of both quantity and quality.
3. As natural checks on population growth are limited, the explosive population growth may result in evaporation of already scarce thinking members of human population whose presence is indispensable for scientific advancement which may be called creative minority.
4. The population question is of sensitive nature. The politicians, businessmen, militarists, revolutionaries and clergy cannot address the unpopular issue.

demographic question. In exponential growth of population, politicians see votes, businessman see surplus labour, militarists eye recruits, revolutionaries consider every child a potential insurgent, these three popularize the religiously held right of unlimited procreation. As all the elements are unable/disinclined to address the important question of population, it is therefore responsibility of the state to regulate the population qualitatively and quantitatively.

Second/Final Draft

The population question is a victim of studied neglect on the part of hesitant sociologists. It is desired that State should regulate exponential growth of population on human grounds in terms of both quantity and quality. As natural checks on population growth are limited, the explosive population growth may result in evaporation of already scarce thinking members of human population whose presence is indispensable – creative minority for scientific advancement. Various segments of society cannot address the unpopular and sensitive demographic question. In exponential growth of population, politicians see votes, businessman see surplus labour, militarists eye recruits, revolutionaries consider every child a potential insurgent, these three popularize the religiously held right of unlimited procreation. As all these elements are disinclined to address the important question of population, it is therefore responsibility of the state to regulate the population qualitatively and quantitatively.

Title: Population Control: A State Responsibility

CSS 2011

Q.2 Make a précis of the given passage and suggest a suitable heading: (20+ 5 = 25)

The Psychological causes of unhappiness, it is clear, are many and various. But all have something in common. The typical unhappy man is one who having been deprived in youth of some normal satisfaction, has come to value this one kind of satisfaction more than any other, and has, therefore, given to his life a one-sided direction, together with a quite undue emphasis upon the achievement as opposed to the activities connected with it. There is, however, a further development which is very common in the present day. A man may feel so completely thwarted that he seeks no form of satisfaction, but only distraction and oblivion. He then becomes a devotee of "Pleasure". That is to say, he seeks to make life bearable by becoming less alive. Drunkenness, for example, is temporary suicide; the happiness that it brings is merely negative, a momentary cessation of unhappiness. The narcissist and the megalomaniac believe that happiness is possible, though they may adopt mistaken means of achieving it, but the man who seeks intoxication, in whatever form, has given up hope except in oblivion. In his case the first thing to be done is to persuade him that happiness is desirable. Men, who are unhappy, like men who sleep badly, are always proud of the fact. Perhaps their pride is like that of the fox who had lost his tail; if so, the way to cure it is to point out to them how they can grow a new tail. Very few men, I believe, will deliberately choose unhappiness if they see a way of being happy. I do not deny that such men exist, but they are not sufficiently numerous to be important. It is common in our day, as it has been in many other periods of the world's history, to suppose that those among us who are wise have seen through all the enthusiasms of earlier times and have become aware that there is nothing left to live for. The man who hold this view are genuinely unhappy, but they are proud of their unhappiness, which they attribute to the nature of the universe and consider to be the only rational attitude for an enlightened man. Their pride in their unhappiness makes less sophisticated people suspicious of its genuineness; they think that the man who enjoys being miserable is not miserable.

Précis:

First Draft:

1. Though the psychological causes of unhappiness are numerous yet they have something in common: whoever feels unhappy has suffered the dissatisfaction of some unfulfilled desires/goals.
2. Due to that dissatisfaction he develops a sick behavior of considering that thing more important which he lacked than a number of other things and always seeks the means to get that for him. And he tends to give a unidirectional/monolith view to attainment of that goal rather than feeling pleasure in efforts/activities attached with the attainment of that goal. The achievement of those things becomes a sole source of pleasure for him.
3. And when in later life he does not manage to achieve that pleasure he develops a taste for some addiction under whose spell he feels not being affected by the absence of that pleasure i.e. the failure forces him to believe that there is an escape in absence of satisfaction. Drunkenness, megalomania and narcissism are typical courses adopted by such unhappy man.
4. To cure such psychological issues of unhappiness, the foremost thing is to convince the unhappy man that happiness is not only desirable but also possible.
5. An unhappy man needs to get rid of his irrational pride of unhappiness which is but a self-deception and momentary escape.

Second/Final Draft:

Though the psychological causes of unhappiness are numerous yet they have something in common: The foremost being the dissatisfaction caused by non-realization of a certain goal/desire which forces unhappy man to adopt a monolith view centered only on result of a phenomenon rather than feeling pleasure over efforts/activities involved in the process of its achieving. As a result, when in later life he does not manage to achieve that pleasure he develops a taste for some addiction like drunkenness, megalomania, narcissism, haughtiness etc. which though provide him a momentary escape yet in fact are self-delusion. To cure these psychological causes of unhappiness, it is necessary to convince the unhappy man that happiness is both desirable and possible.

Title: Psychological Causes, Impacts and Remedies of Unhappiness

CSS 2010

- Q2. Write a précis of the following passage in about 100 words and suggest a suitable title. (20+5)

Of all the characteristics of ordinary human nature envy is the most unfortunate; not only does the envious person wish to inflict misfortune and do so whenever he can with impunity, but he is also himself rendered unhappy by envy. Instead of deriving pleasure from what he has, he derives pain from what others have. If he can, he deprives others of their advantages, which to him is as desirable as it would be to secure the same advantages himself. If this passion is allowed to run riot it becomes fatal to all excellence, and even to the most useful exercise of exceptional skill. Why should a medical man go to see his patients in a car when the labourer has to walk to his work? Why should the scientific investigator be allowed to spend his time in a warm room when others have to face the inclemency of the elements? Why should a man who possesses some rare talent of great importance to the world be saved from the drudgery of his own housework? To such questions envy finds no

answer. Fortunately, however, there is in human nature a compensating passion, namely that of admiration. Whoever wishes to increase human happiness must wish to increase admiration and to diminish envy.

What cure is there for envy? For the saint there is the cure of selflessness, though even in the case of saints envy of other saints is by no means impossible. But, leaving saints out of account, the only cure for envy in the case of ordinary men and women is happiness, and the difficulty is that envy is itself a terrible obstacle to happiness.

But the envious man may say: "What is the good of telling me that the cure for envy is happiness? I cannot find happiness while I continue to feel envy, and you tell me that I cannot cease to be envious until I find happiness." But real life is never so logical as this. Merely to realize the causes of one's own envious feeling is to take a long step towards curing them.

Précis:

Envy is unluckiest feature of human nature. Envious people are not only dangerous for other, but for themselves as well. In spite of being glad at what they have, they are often jealous of what others have. Envy needs to be checked as it is lethal for human excellence. The first step to cure the reasons of unhappiness is to diagnose the feeling of envy. These feelings can only be removed by appreciation and one can do this by his personal effort. Selflessness is the another remedy to cure this passion. One can get rid of envy by happiness which is though difficult but not impossible. This solution may be ineffective for the envious people because they have no control over this. Thus overcoming of envy and a sense of admiration leads toward happiness.

Title: Envy is Source of Happiness

CSS 2009

- Q2. Make a précis of the given passage and suggest a suitable heading. (20+5)

From Plato to Tolstoy art has been accused of exciting our emotions and thus of disturbing the order and harmony of our moral life. "Poetical imagination, according to Plato, waters our experience of lust and anger, of desire and pain, and makes them grow when they ought to starve with drought. "Tolstoy sees in art a source of infection "Not only in infection," he says, "a sign of art, but the degree of infectiousness is also the sole measure of excellence in art." But the flaw in this theory is obvious. Tolstoy suppresses a fundamental moment of art, the moment of form. The aesthetic experience - the experience of contemplation - is a different state of mind from the coolness of our theoretical and the sobriety of our moral judgment. It is filled with the liveliest energies of passion, but passion itself is here transformed both in its nature and in its meaning. Wordsworth defines poetry as "emotion recollected in tranquility". But the tranquility we feel in great poetry is not that of recollection. The emotions aroused by the poet do not belong to a remote past. They are "here"-alive and immediate. We are aware of their full strength, but this strength tends in a new direction. It is rather seen than immediately felt. Our passions are no longer dark and impenetrable powers; they become, as it were, transparent. Shakespeare never gives us an aesthetic theory. He does not speculate about the nature of art. Yet in the only passage in which he speaks of the character and function of dramatic art the whole stress is laid upon this point. "The purpose of playing," as Hamlet explains, "both at the first and now, was and is, to hold, as, there, the mirror up to nature, to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure." But the image of a passion is not the passion itself. The poet who represents a passion does not infect us with

this passion. At a Shakespeare play we are not infected with the ambition of Macbeth, with the cruelty of Richard III or with the jealousy of Othello. We are not at the mercy of these emotions: we look through them; we seem to penetrate into their very nature and essence. In this respect Shakespeare's theory of dramatic art, if he had such a theory, is in complete agreement with the conception of the fine arts of the great painters and sculptors.

Précis:

From Plato to Tolstoy, art has been charged with certain accusations that it infests immorality and seductions. Plato views poetry as catalyst to unhealthy emotions and negative passions. Tolstoy even regarded art an infection which on piercing human mind waters the human longings and sentiments. He ignored the elevating experience felt by the creator of art the moment of its creation. Wordsworth's theory of recollection of emotions in poetry is not true in one sense. The pleasure which a reader feels is not of the recollected memories. He lives in the present moment and cannot feel same as the artist might have felt. Shakespeare's theory of art is appropriate in the sense that art only presents different forms of vices, virtues, feelings and experiences. It is the audience or reader who looks through them and do not associate themselves with these feelings. Art does not thrust these ideas, emotions and passions on the people. It only provides them with food for thought that can be helpful in forming their own opinion, of the things.

Title: Art and Literature: From Plato to Tolstoy

CSS 2008, 1982

Q1. Write a précis of the following passage in about 100 words and suggest the title: (20+5)

Objectives pursued by, organizations should be directed to the satisfaction of demands resulting from the wants of mankind. Therefore, the determination of appropriate objectives for organized activity must be preceded by an effort to determine precisely what their wants are. Industrial organizations conduct market studies to learn what consumer goods should be produced. City Commissions make surveys to ascertain what civic projects would be of most benefit. Highway Commissions conduct traffic counts to learn what constructive programmes should be undertaken. Organizations come into being as a means for creating and exchanging utility. Their success is dependent upon the appropriateness of the series of acts contributed to the system. The majority of these acts is purposeful, that is, they are directed to the accomplishment of some objectives. These acts are physical in nature and find purposeful employment in the alteration of the physical environment. As a result utility is created, which, through the process of distribution, makes it possible for the cooperative system to endure.

Before the Industrial Revolution most cooperative activity was accomplished in small owner managed enterprises, usually with a single decision maker and simple organizational objectives. Increased technology and the growth of industrial organization made necessary the establishment of a hierarchy of objectives. This in turn, required a division of the management function until today a hierarchy of decision makers exists in most organizations. The effective pursuit of appropriate objectives contributes directly to organizational efficiency. As used here, efficiency is a measure of the want satisfying power of the cooperative system as a whole. Thus efficiency is the summation of utilities received from the organization divided by the utilities given to the organization, as subjectively evaluated by each contributor.

The function of the management process is the delineation of organizational objectives and the coordination of activity towards the accomplishment of these objectives. The system of coordinated activities must be maintained so that each contributor, including the manager, gains more than he contributes.

Précis:

To achieve optimal level of consumer satisfaction, organization should set objective with great care while keeping in mind consumers' demands. Organization aims at the fulfilments of different demands of the consumers. Different organizations and commissions conduct research studies to ascertain these demands of the consumers/public. The success of these organizations is measured by how they come up to the demands of the people. The collective efforts result in the efficient fulfillment of collective goals. With the technological, economic, and social development, the organizations and cooperative activities have grown multipurpose. The trend of an organization headed by single authority is no longer workable/profitable. Assessment of objective and their accomplishment are essential to gauge the efficacy of an organization. The collective objective and group efforts are exerted to achieve them, for the benefit of all those who contribute in a given organization.

Title: Enhancing Organizational Efficacy through Objectives

CSS 2007

Q1. Make a précis of the given passage and suggest a suitable heading. (20+5=25)

The author of a work of imagination is trying to affect us wholly, as human beings, whether he knows it or not, and we are affected by it, as human beings, whether we intend to be or not. I suppose that everything we eat has some effect upon us than merely the pleasure of taste and mastication; it affects us during the process of assimilation and digestion; and I believe that exactly the same is true of anything we read.

The fact that what we read does not concern merely something called our literary taste, but that it affects directly, though only amongst many other influences, the whole of what we are, is best elicited, I think, by a conscientious examination of the history of our individual literary education. Consider the adolescent reading of any person with some literary sensibility. Everyone, I believe, who is at all sensible to the seductions of poetry, can remember some moment in youth when he or she was completely carried away by the work of one poet. Very likely he was carried away by several poets, one after the other. The reason for this passing infatuation is not merely that our sensibility to poetry is keener in adolescence than in maturity. What happens is a kind of inundation, or invasion of the undeveloped personality, the empty (swept and garnished) room, by the stronger personality of the poet. The same thing may happen at a later age to persons who have not done much reading. One author takes complete possession of us for a time; then another, and finally they begin to affect each other in our mind. We weigh one against another; we see that each has qualities absent from others, and qualities incompatible with the qualities of others: we begin to be, in fact, critical: and it is our growing critical power which protects us from excessive possession by anyone literary personality. The good critic, and we should all, try to critics, and not leave criticism to the fellows who write reviews in the papers- is the man who, to a keen and abiding sensibility, joins wide and increasingly discriminating. Wide reading is not valuable as a kind of hoarding, and the accumulation of knowledge or what sometimes is meant by the term 'a well-stocked mind'. It is valuable because in the process of being affected by one powerful personality after another, we cease to be dominated by anyone, or by any small number. The very different views of life cohabiting in our minds, affect each

other, and our own personality asserts itself and gives each a place in some arrangement peculiar to our self

Précis:

It is ingrained in human nature that any piece of imaginative writing influences the ideological content of personality whether consciously or unconsciously. Besides giving literary pleasure, it becomes part of one's outlook. It is not true to say that poetry has more impact on adolescents. It can work the same if a mature person has not developed his ideas through extensive reading in his earlier life period. Extensive reading frees a person from the danger of being overwhelmed by any single writer. It grows one's sense of analyzing the things critically. If one imbibes different views, it broadens one's vision. One is better able to tolerate wide range of opposing ideas. Moreover, by comparing and contrasting one can evaluate different literary works according to one's own perception and personality.

Title: Amateur and Mature Readers

CSS 2006

Q1. Make a précis of the given passage and suggest a suitable heading: (20 + 5)

It was not so in Greece, where philosophers professed less, and undertook more. Parmenides pondered nebulously over the mystery of knowledge; but the pre-Socratics kept their eyes with fair consistency upon the firm earth, and sought to ferret out its secrets by observation and experience, rather than to create it by exuding dialectic; there were not many introverts among the Greeks. Picture Democritus, the Laughing Philosopher; would he not be perilous company for the desiccated scholastics who have made the disputes about the reality of the external world take the place of medieval discourses on the number of angles that could sit on the point of a pin? Picture Thales, who met the challenge that philosophers were numskulls by "cornering the market" and making a fortune in a year. Picture Anaxagoras, who did the work of Darwin for the Greeks and turned Pericles from a wire-pulling politician into a thinker and a statesman, Picture old Socrates, unafraid of the sun or the stars, gaily corrupting young men and overturning governments; what would he have done to these bespectacled seedless philosophizers who now litter the court of the once great Queen? To Plato, as to these virile predecessors, epistemology was but the vestibule of philosophy, akin to the preliminaries of love; it was pleasant enough for a while, but it was far from the creative consummation that drew wisdom's lover on. Here and there in the shorter dialogues, the Master dallied amorously with the problems of perception, thought, and knowledge; but in his more spacious moments he spread his vision over larger fields, built himself ideal states and brooded over the nature and destiny of man. And finally in Aristotle philosophy was honoured in all her boundless scope and majesty; all her mansions were explored and made beautiful with order; here every problem found a place and every science brought its toll to wisdom. These men knew that the function of philosophy was not to bury herself in the obscure retreats of epistemology, but to come forth bravely into every realm of inquiry, and gather up all knowledge for the coordination and illumination of human character and human life.

Précis:

Earlier Greek philosophers were not interested in practicality and the world of facts. Philosophy was confined to ideas which have no concern with reality. They used to indulge in futile discussions and absurd polemics. Especially pre-Socratic philosophers were greatly interested in study of earth and other heavenly bodies and substantiated their celestial theories with observational proofs. To Plato, philosophy was not a word game having

temporary pleasure, but a thing to impact various fields of life. With Aristotle philosophy took a radical change. He treated philosophy more than mere a game of words. He used philosophy as a solution to man's various problems. He broadened the scope of it and considered philosophy as a professional business whose function was to enlighten human character and human mind.

Title: Pragmatism of Aristotelian Philosophy

CSS 2005

Q1. Make a précis of the given passage and suggest a suitable heading: (20 + 5)

Basically, psychoses and neuroses represent man's inability to maintain a balanced or equated polarity in conducting his life. The ego becomes exclusively or decidedly one sided. In psychoses there is a complete collapse of the ego back into the inner recesses of the personal and collective unconscious. When he is repressed toward fulfilling some life goal and where he is further unable to sublimate himself toward another goal, man regresses into goal structures not actually acceptable to himself or to the society. Strong emotional sickness of the psychotic type is like having the shadow run wild. The entire psyche regresses to archaic, animal forms of behaviors. In less severe forms of emotional sickness there may be an accentuated and overpowering use of one of the four mental functions at the expense of the other three. Either thinking, feeling, intuiting or seeing may assume such a superior role as to render the other three inoperative. The persona may become as dominant as to create a totally one-sided ego, as in some forms of neurotic behavior. All in all, whatever the type of severity of the emotional disorder, it can be taken as a failure of the psyche to maintain a proper balance between the polarities of life. Essentially, psychoses and neuroses are an alienation of the self from its true goal of self-actualization. In this sense the culture is of no consequence. Emotional disorder is not a question of being out of tune with one's culture so much as it is of being out of tune with one's self. Consequently, neurosis is more than bizarre behavior, especially as it may be interpreted by contemporaries in the culture. This interpretation avoids the sociological question of what is a mental disorder, since form of behavior which is acceptable in one culture may be considered neurotic in other culture. To Jung, the deviation from cultural norms is not the point. The inability to balance out personal polarities is.

Précis:

In psychoses and neuroses man suffers from a mental ailment in which he fails to maintain balance in life. The sufferer of psychoses shackles the ego and lack of ego weakens the zest of excelling and he becomes self-centered and adopts abnormal behaviour. In psychoses, he can also suffer from emotional imbalance. Any one of the vital mental functions like thinking, feeling, intuiting or sensing starts overpowering. This kind of disorder is due to the failure of self-understanding and self-control. Neuroses, emotional imbalance is not a part of cultural deviation but of psychological disorder resulting from the balance that a man fails to maintain in his life.

Title: Psychoses and Neuroses:

CSS 2004

Q1. Make a précis of the given passage and suggest a suitable heading: (20+5=25)

We're dealing with a very dramatic and very fundamental paradigm shift here. You may try to lubricate your social interactions with personality techniques and skills, but in the process, you may truncate the vital character base. You can't have the fruits without the

roots. It's the principle of sequencing. Private victory precedes Public Victory. Self-mastery and self-discipline are the foundation of good relationship with others. Some people say that you have to like yourself before you can like others. I think that idea has merit but if you don't know yourself, if you don't control yourself, if you don't have mastery over yourself, it's very hard to like yourself, except in some short-term, psych-up, superficial way. Real self-respect comes from dominion over self from true independence. Independence is an achievement. Interdependence is a choice only independent people can make. Unless we are willing to achieve real independence, it's foolish to try to develop human relations skills. We might try. We might even have some degree of success when the sun is shining. But when the difficult times come - and they will - We won't have the foundation to keep things together. The most important ingredient we put into any relationship is not what we say or what we do, but what we are. And if our words and our actions come from superficial human relations techniques (the Personality Ethic) rather than from our own inner core (the character Ethic), others will sense that duplicity. We simply won't be able to create and sustain the foundation necessary for effective interdependence. The techniques and skills that really make a difference in human interaction are the ones that almost naturally flow from a truly independent character. So the place to begin building any relationship is inside ourselves, inside our Circle of Influence, our own character. As we become independent - Proactive, centered in correct principles, value driven and able to organize and execute around the priorities in our life with integrity - we then can choose to become interdependent - capable of building rich, enduring, highly productive relationships with other people.

Precis:

Not personality but character plays a vital role in building relations. It is argued that self-independence is essential for establishment of effective social relations. It is partially true, as self-independence of an individual is possible if the individual knows himself. It is self-recognition and self-control which develops human personality. He becomes able to make independent and rational choices. This, ultimately, fortifies the character ethics on the contrary, with weak character ethics, success is always less savory and is also transitory. Strength of character always wins us laurels and provides concrete foundation for strong, productive and long lasting human relations.

Title: Strength of Character is sine qua non for Sound and Effective Social Relations

CSS 2003

Q1. Make a précis of the given passage and give a suitable heading:

(20)

If then a practical end must be assigned to a University course, I say it is that of training good members of a society. It is the art of social life, and its end is fitness for the world. It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. Works indeed of genius fall under no art; heroic minds come under no rule; a University is not a birthplace of poets or of immortal authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of Aristotle or Newtons or Napoleons or Washingtons or Raphaels or Shakespeares though such miracles of nature it has before now contained within its precincts. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, through such too it includes within its scope. But a University training is the great ordinary means to a great ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular aspirations. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them, it teaches him to see things as they are, to go right to the point, to

disentangle a skein of thought, to detect what is sophistical and to - discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. (John H. Newman)

Precis:

The practical goal of University education is to make the individuals fit for society. Thus it is done by inculcating so called social rules imparting particular views for particular professions. However, a university is not meant to produce men of high genius and intellect. As these great generals, scholars, painters, poets conquerors, and scientist receive the inspiration from nature. University education only prunes the rough side of human behaviour. This cultivates, national sense, helps in shedding certain so called beliefs, aspires people for noble deeds, encourages self-glorification and induces sense of discerning right from wrong. It makes the society and its members acquire and maintain integrity/ professional profundity in their endeavors.

Title: University Education: Its Scope and Objectives

CSS 2002

Q1. Make a précis of the given passage, also give a suitable heading:

(20)

The official name of our species is homo sapiens; but there are many anthropologists who prefer to think of man as homo Faber-the smith, the maker of tools. It would be possible, I think, to reconcile these two definitions in a third. If man is a knower and an efficient doer, it is only because he is also a talker. In order to be Faber and Sapiens, Homo must first be loquax, the loquacious one. Without language we should merely be hairless chimpanzees. Indeed we should be something much worse. Possessed of a high IQ but no language, we should be like the Yahoos of Gulliver's Travels- Creatures too clever to be guided by instinct, too Self-centered to live in a state of animal grace, and therefore condemned forever, frustrated and malignant, between contented ape hood and aspiring humanity. It was language that made possible the accumulation of knowledge and the broadcasting of information. It was language that permitted the expression of religious insight, the formulation of ethical ideals, the codification to laws. It was language, in a word, that turned us into human beings and gave birth to civilization.

Precis:

Man has been considered as the knower (Homo Sapiens) and tool maker (Homo Faber). To fuse these two definitions of man into one, he can be termed as talker (loquax). Language is the defining characteristic of human being which distinguishes him from other creatures. Man has been acquiring knowledge through language and kept passing on it to next generations. Language has helped in enactment of laws and formation of ethical ideals. In fact, language has given birth to human culture and civilization.

Title: Language Gave Birth to Human Culture and Civilization

CSS 2001

Q2. Make a precise of the following passage in about one third of its length and suggest a suitable heading.

(20)

It was not from want of perceiving the beauty of external nature but from the different way of perceiving it, that the early Greeks did not turn their genius to portray, either in colour or in poetry, the outlines, the hues, and contrasts of all fair valley, and hold cliffs, and golden moons, and rosy lawns which their beautiful country affords in lavish abundance.

Primitive people never so far as I know, enjoy what is called the picturesque in nature, wild forests, beetling cliffs, reaches of Alpine snow are with them great hindrances to human intercourse, and difficulties in the way of agriculture. They are furthermore the homes of the enemies of mankind, of the eagle, the wolf, or the tiger, and are most dangerous in times of earthquake or tempest. Hence the grand and striking features of nature are at first looked upon with fear and dislike. I do not suppose that Greeks different in the respect from other people, except that the frequent occurrence of mountains and forests made agriculture peculiarly difficult and intercourse scanty, thus increasing their dislike for the apparently reckless waste in nature. We have even in Homer a similar feeling as regards the sea, -- the sea that proved the source of all their wealth and the condition of most of their greatness. Before they had learned all this, they called it "the Unvintagable sea" and looked upon its shore as merely so much waste land. We can, therefore, easily understand, how in the first beginning of Greek art, the representation of wild landscape would find no place, whereas, fruitful fields did not suggest themselves as more than the ordinary background. Art in those days was struggling with material nature to which it felt a certain antagonism.

There was nothing in the social circumstances of the Greeks to produce any revolution in this attitude during their greatest days. The Greek republics were small towns where the pressure of the city life was not felt. But as soon as the days of the Greeks republics were over, the men began to congregate for imperial purposes into Antioch, or Alexandria, or lastly into Rome, than we seek the effect of noise and dust and smoke and turmoil breaking out into the natural longing for rural rest and retirement so that from Alexander's day We find all kinds of authors --- epic poets, lyricist, novelists and preachers --- agreeing in the precise of nature, its rich colours, and its varied sounds.

Mohaffy: *Rambles in Greece*)

Precis:

Primitive people, in general, were unaware of aestheticism. They did not enjoy the beauty offered by nature through her different phenomena because they considered nature an obstacle in the way of human socio-economic progress. Greeks also thought about the nature in the same way. Nature was antagonistic in its existence as forests could serve as a hiding for invaders; mountains were a reason for earthquakes and a hindrance in the way of cultivation etc. Their attitude towards grand objects of nature changed when they started to realize the difference between the life of a metropolitan and that of a village during and after Alexander's regime. The people, for the first time, felt the pressure and din of city life as opposed to the relaxation and serenity of the rural life. Post-Homer writers and artists realized the soothing element in nature and they stated projecting it with all its healing effects in writing and art.

Title: Greek's Attitude towards Grand Objects of Nature:

CSS 2000

Q2. Make a précis of the following passage in about one third of its length. Suggest a suitable title also. (20)

Besant describing the middle class of the 19th century wrote "In the first place it was for more a class apart. In no sense did it belong to society. Men in professions of any kind (except in the Army and Navy) could only belong to society by right of birth and family connections; men in trade—bankers were still accounted tradesmen—could not possibly belong to society. That is to say, if they went to live in the country they were not called upon by the county families and in the town they were not admitted by the men into their clubs or by ladies into their houses.... The middle class knew its own place, respected itself, made its own society for itself, and cheerfully accorded to rank the deference due."

Since then, however, the life of the middle classes had undergone great changes as their numbers had swelled and their influence had increased.

Their already well-developed consciousness of their own importance had deepened. More critical than they had been in the past of certain aspects of aristocratic life, they were also more concerned with the plight of the poor and the importance of their own values of society, thrift, hard work, piety and respectability. Above all they were examples of ideal behavior for the guidance of the lower orders. There were divergences of opinion as to what exactly was respectable and what was not. There were, nevertheless, certain conventions, which were universally recognized: wild and drunker behaviors were certainly not respectable, nor were godlessness or avert promiscuity, not an ill-ordered home life, unconventional manners, self-indulgence or flamboyant clothes and personal adornments.

Precis:

During nineteenth century middle class was not considered a part of mainstream society. Even professionals were not admitted in the main stream of society. The middle class respected their members and lived happily. With the increased in their influence, magnitude of middle classes increased. They became more concerned about the condition of the poor and values of thrift, work and piety that are helpful for guiding the poor. They were not only respectable but also had diversity of opinion.

Title: Emergence of Middle Class

CSS 1999

Q.1 Make a précis of the following passage in about one third of its length and suggest a suitable title: (20+5=25)

To have faith in the dignity and worth of the individual man as an end in himself, to believe that it is better to governed by persuasion selfish and contentious spirit, to believe that in the long run all values are inseparable from the love of truth and the disinterested search for it, to believe that knowledge and the power it confers should be used to promote the welfare and happiness of all men, rather than to serve the interests of those individuals and classes whom fortune and intelligence endow with temporary advantage - these are the values which are affirmed by the traditional democratic ideology. The case of democracy is that it accepts the rational and humane values as ends and proposes as the means of realizing them the minimum of coercion and the maximum of voluntary assent. We may well abandon the cosmological temple in which the democratic ideology originally enshrined these values, without renouncing the faith it was designed to celebrate. The essence of that faith is belief in the capacity of man, as a rational and humane creature to achieve the good life by rational and humane means. The chief virtue of democracy, and the soul reason for cherishing it is that with all its faults it still provides the most favourable condition for achieving that end by those means.

Precis:

The democratic ideology is centered on inherent dignity of man, inspiring individual passion for struggle, love for truth, welfare of general masses, not restricted to privileged few. Democracy upholds rational and humanistic values and tries to get it executed with more by consent and less by force. It is not essential to follow the ways and means to achieve the democratic values by following original teachers of democracy. The main thing is faith in human capacity as rational human being. Democracy is the most effective and congenial form of government for achieving desired goals.

Title: Democratic Ideals

CSS 1997

Q.1 Make a précis of the following passage and suggest a suitable title:

(25)

When you see a cockroach or a bed bug your first reaction is one of disgust, and that is immediately followed by a desire to exterminate the offensive creature. Later, in the garden, you see a butterfly or a dragonfly, and you are filled with admiration as its beauty and grace

Man's feelings towards insects are ambivalent. He realizes that some of them for example, flies and cockroaches are threats to health. Mosquitoes and testes flies have in the past sapped the vitality of entire tribes or nations. Other insects are destructive and cause enormous losses. Such are locusts, which can wipe out whole areas of crops in minutes; and termites, whose often insidious ravages, unless checked at an early stage, can end in the destruction of entire rows of houses.

Yet men's ways of living may undergo radical changes if certain species of insects were to become extinct. Bees, for example, pollinate the flowers of many plants which are food sources. In the past, honey was the only sweetening agent known to man in some remote parts of the world. Ants, although they bite and contaminate man's food, are useful scavengers which consume waste material that would otherwise pollute the environment.

Entomologists who have studied insect fossils believe them to have inhabited the earth for nearly 400 million years. Insects live in large numbers almost everywhere in the world, from the hottest deserts and the deepest caves to the peaks of high mountains and even the snows of the polar caps.

Some insect communities are complex in organization, prompting men to believe that they possess ordered intelligence. But such organized behaviour is clearly not due to developed brains. If we have to compare them to humans, bee and ant groups behave like extreme totalitarian societies. Each bee or ant seems to have a determined role to play instinctively and does so without deviation.

The word "instinct" is often applied to insect behaviour. But some insect behaviour appears so clever that one tends to think that some sort of intelligence is at work. For example, the worker bee, upon returning to the hive after having found a new source of nectar, communicates his discovery by a kind of dance which tells other worker bees the direction and distance away of the nectar.

Precis:

The insects that have inhabited the earth for nearly 400 million years ago are universally found in the world. They are liked and disliked by variety of reasons. Mosquitoes and testes flies are the objects of disgust because of their destructiveness. Locusts can harm crops, termites may ravage houses, but despite the ravages they play some useful role as honey does. Ants that contaminate food consume the waste that may affect the environment. Some insects have lessons for humankind, they teach tolerance and order. They exchange information with their fellow beings by different physical symbolic gestures.

Title: Insects, Environment and Humans

CSS 1996

Q.1 Make a Précis of the following in about 125 words and suggest a suitable title: (20+5=25)

Along with the new revelations of science and psychology, there have also occurred distortions of what is being discovered. Most of the scientists and psychologists have

accepted Darwin's theory of evolution and his observations on "Survival of the fittest" as a final word. While enunciating his postulate on the concept of the fittest, Darwin primarily projected physical force as the main criterion, and remained unmindful of the culture of mind. The psychologist, on the other hand, in his exclusive involvement with the psyche, has overlooked the potential of man's physical self and the world outside him. No synthesis has been attempted between the two with the obvious result of the one being sacrificed at the altar of the other. This has given birth to a civilization which is wholly based on economic considerations, transforming man into a mere "economic being" and limiting his pleasure and sorrows to sensuous cravings.

With the force of his craft and guns, this man of the modern world gave birth to two cannibalistic philosophies, the cunning capitalism and the callous communism. They joined hands to block the evolution of man as a cultural entity, denuding him of the feelings of love, sympathy, and humanness. Technologically, man is immensely powerful, culturally, he is the creature of stone age as justful as ever and equally ignorant of his destiny. The two world wars and the resultant attitudes display harrowing distortion of the purposes of life and power. In this agonizing situation the scientist, is harassing forces of nature, placing them at the feet of his country's leaders, to be used against people in other parts of the world. This state of his servility makes the functions of the scientist appear merely to push humanity to a state of perpetual fear and lead man to the inevitable destruction as species with his own inventions and achievements. The irrational situation raises of religion, the conduct of politician who is directing the course of history, and the future role of man as a species. There is an obvious mutilation of the purpose of creation, and the relationship between Cosmos. Life and Man is hidden from eyes; they have not been viewed collectively.

Precis:

Advancement in science and technology, psychology and economics have caused more harms than benefits to human relation in the world and Darwin's "survival of the fittest" hinged solely upon the physical force the psychologist's on over emphasized psyche. No attempt had been made to correlate these two concepts. Resultantly, they gave birth to a civilization whose be all and end all was economics and unchecked materialism at the cost of culture and human welfare/values. The introduction of the new element of craft and guns generated capitalism and communism. These forces hampered evolutionary process of culture. Technological and cultural development did not march currently. Technological advancement made man powerful but culturally he lagged behind. The two world wars gave new orientations to the scientific knowledge and it continued to produce terror and fear for the mankind. This irrational attitude has serious repercussions for the humanity.

Title: Ignorance of Cultural Evolution and Its Repercussions.

CSS 1993

Q.1 Make a Précis of the following passage, and suggest a suitable title: (20+5=25)

The best aid to give is intellectual aid, a gift of useful knowledge. A gift of knowledge is infinitely preferable to a gift of material things. There are many reasons for this. Nothing becomes truly one's own except on the basis of some genuine effort or sacrifice. A gift of material goods can be appropriated by recipient without effort or sacrifice: it therefore rarely becomes his own and is all too frequently and easily treated as a mere windfall. A gift of intellectual goods, a gift of knowledge, is a very different matter. Without a genuine effort of appropriation on the part of the recipient there is no gift. To appropriate the gift and to make it one's own is the same thing, and neither moth nor rust doth corrupt. The gift of material goods makes people dependent, but the gift of knowledge also has far more lasting effects and is far more closely relevant to the concept of "development." Give a man a fish, as the

saying goes, and you are helping him little bit for a very short time, teach him the art of fishing, and he can help himself all his life. Further, if you teach him to make his own fishing net. You have helped him to become not only self-supporting, but also self-reliant and independent man and businessman.

This, then should become the ever increasing preoccupation of the generous supply of the appropriate intellectual gifts, gifts of relevant knowledge on the methods of self-help. This approach, incidentally, has also the advantage of being relatively cheap of self-help money to a long way. For 100/- you may be able to equip one man with certain means of production, but for the same money you may well be able to teach a hundred men to equip themselves. Perhaps a little pump-priming by way of material goods will in some cases, be helpful to speed the process of development (E. F. Schumacher).

Precis:

In Schumacher's opinion intellectual aid is far more valuable than the material gifts which are of transitory nature. But to achieve a gift of knowledge, one is required to make genuine efforts. It is preferable to teach a man the art of fishing than to give him fish. Intellectual aid programmes make the people free, independent, self-supporting and self-reliant. At the cost of a material gift for one man, we can train a hundred men how to raise their own means of production. It is stated that intellect can help contribute significantly in human development.

Title: Advantages of Intellectual Assistance Programmes.

CSS 1992

Q.1 Write a Précis of the following passage and suggest a suitable title: (20+5=25)

Throughout the ages of human development men have been subjected to miseries of two kinds; those imposed by external nature, and, those that human beings misguidedly inflicted upon each other. At first, by far the worst evils were those that were due to the environment. Man was a rare species, whose survival was precarious. Without the agility of the monkey, without any coating of fur, he has difficulty in escaping from wild beasts, and in most parts of the world could not endure the winters cold. He had only two biological advantages: the upright posture freed his hands, and intelligence enabled him to transmit experience. Gradually these two advantages gave him supremacy. The numbers of the human species increased beyond those of any other large mammals. But nature could still assert her power by means of flood and famine and pestilence and by exacting from the great majority of mankind incessant toil in the securing of daily bread.

In our own day our bondage to external nature is fast diminishing, as a result of the growth of scientific intelligence. Famines and pestilence still occur, but we know better, year by year, what should be done to prevent them. Hard work is still necessary, but only because we are unwise; given peace and co-operation, we can, whenever we choose to exercise wisdom, be free of many ancient forms of bondage to external nature.

But the evils that inflict upon each other have not diminished in the same degree. There are still wars, oppressions, and hideous cruelties, and greedy men still snatch wealth from those who are less skillful or less ruthless than themselves. Love of power still leads to vast tyrannies, or to mere obstruction when its grosser forms are impossible. And fear deep scarcely conscious fear is still dominant motive in very many lives.

Precis:

Since ages, mankind has been suffering from two excessives: one, at the hands of natural calamities, the other caused by the man's oppression against his fellow being. He

manages to attain supremacy over wild beasts due to biological advantages: free hands to toil and intelligence to transmit experience. He has successfully dealt with floods, famines and pestilences for securing his daily bread. In the modern times, with hard work and scientific methods we can better overcome the furies of external nature. But it is pity that man's exploitation by man still continues. Lust for power and wealth has resulted in wars, oppressions and ruthless atrocities. For the development and establishment of a congenial society it is essential that the exploitation man by man must end at the earliest.

Title: Cases of Human Depravity.

CSS 1991

Q.1 Make a Précis of the following passage and suggest a suitable title:

Generally, European trains still stop at borders to change locomotives and staff. This is often necessary. The German and French voltage system are incompatible. Spain—though not Portugal—has a broad gauge track. English bridges are lower than elsewhere, and passengers on German trains would need a ladder to reach French Platforms twice as high as their own. But those physical constraints pale in comparison to an even more formidable barrier national chauvinism. While officials in Brussels strive for an integrated and efficiently run rail network to relieve the French, Germany and Italy are working feverishly to develop their expensive and mutually incompatible high-speed trains.

Precis:

The rail system in Europe suffers many technical incompatibilities that hinder the smooth functioning of service. The incompatibilities of system range from difference in track systems to structure of railway stations. These constraints are being looked into by the officers and efforts are at foot to remove it, however, the stark nationalism of these countries is great hurdle in their way.

Title: Incompatibilities of Railway System in Europe and Nationalism

CSS 1990

Q.1 Write a Précis of the following passage and suggest a suitable title. (20+5=25)

Not all the rulers signed the Instrument of Accession at once. Afraid that the Socialist Congress Party would strip him of his amusements flying, dancing girls and conjuring delights which he had only just begun to indulge since he had only recently succeeded his father to the throne, the young Maharajah of Jodhpur arranged a meeting with Jinnah. Jinnah was aware that both Hindu majority and geographical location meant that most of the Princely states would go to India, but he was gratified by the thought that he might be able to snatch one or two from under Patel's nose. He gave Jodhpur a blank sheet of paper.

"Write your conditions on" then he said, "and I'll sign it".

Elated, the Maharajah returned to his hotel to consider. It was an unfortunate move on his part, for V.P. Menon was waiting for him. Menon's agents had alerted him to what Jodhpur was up to. He told the young ruler that his presence was requested urgently at Viceroy's House, and reluctantly the young man accompanied him there. The urgent summons had been an excuse, and once they had arrived, Menon had to go on a frantic search for viceroy, and tell him what had happened. Mount Batten responded immediately. He solemnly reminded Jodhpur that Jinnah could not guarantee any conditions he might make, and that accession to Pakistan would spell disaster for his state, at the same time, he assured him that accession to India would but automatically mean end of his pleasure. Mountbatten left him alone with Menon to sign a provisional agreement.

Précis:

Maharaja was terribly afraid of congress. He approached Jinnah who gave him a blank paper for his conditions of accession. Before the Maharaja could consider Jinnah's offer, V.P. Menon managed to have his meeting with Viceroy Mountbatten. Menon had already briefed Mountbatten about the Maharaja's intentions. Mount Batten assured him that accession to India would not mean to end to his pleasures and warned him that his accession to Pakistan would mean disaster to his state. He forced Maharaja to sign a provisional agreement with India.

Title: Connivance of Mountbatten In Forcible Accession of Jodhpur to India.

CSS 1989

Q.1 Write a Précis of the following and suggest a suitable title:

(20+5=25)

"THE GREATEST civilization before ours was the Greek. They, too, lived in a dangerous world. They were a little civilized people, surrounded by barbarous and always threatened by the greatest Asian power Persia. In the end they succumbed, but the reason they did was not the enemies outside were too strong, but that their spiritual strength had given way. While they had it, they kept Greece unconquered. Basic to all Greek achievements was freedom. The Athenians were the only free people in the world. In the great empires of antiquity, Egypt, Babylon, Abyssinia and Persia splendid though they were with riches and immense power, freedom was unknown. The idea it was born in Greece and with it Greece was able to prevail against all the manpower and wealth arrayed against her. At Marathon and at Salamis overwhelming numbers of Persians were defeated by small Greek forces. It was proved there that one free man was superior to many submissively obedient subjects of a tyrant. And Athens, where freedom was the dearest possession, was the leader in those amazing victories.

Greece rose to the very height, not because she was big, she was very small, not because she was rich, she was very poor, not even because she was wonderfully gifted. So doubtless were others in the great empires of the ancient world who have gone their leaving little for us. She rose because there was in the Greeks the greatest spirit that moves in humanity, the spirit that sets men free."

Précis:

Greeks were great patriots and independent nation that even barbarous tribes and the Persians could not harm the civilization. The Athenians were free people when the rich and powerful nations like Egypt, Babylon, Abyssinia and Persia were slaves. The Greeks succumbed to Persia when their spiritual power declined. Later they defeated their far more powerful enemy, the Persians at Marathon and Salamis. Poverty did not come in their way because they were possessed of the greatest spirit, the spirit of freedom that liberate men from all clutches and subjugation.

Title: Spirit of Freedom in Greek Civilization

CSS 1988

Q.1 Write a précis of the following passage and suggest a suitable title:

The touring companies had set up their stages, when playing of town folks and not for the nobility in the large inn yards where the crowd could sit or stand around the platform and the superior patrons could seat themselves in the galleries outside the bedrooms of the inn. The London theatres more or less reproduced this setting; though they were usually

round or oval in shape and stage was more than a mere platform having entrances at each side, a curtained inner stage and an upper stage or balcony. For imaginative Poetic drama, this type of stage had many advantages. There was no scenery to be changed; the dramatist could move freely and a swiftly form place. Having only words as his command, he had to use his imagination and compel his audience to use theirs. The play could move at great speed. Even with such limited evidence as we possess, it is not hard to believe that Elizabeth audience, attending a poetic comedy, found in the theatre an imaginative experience of richness and intensity that we cannot discover in our own drama.

Précis:

There were peculiar stage settings for town people in Elizabethan theatre. The London theatre followed this setting but with round and oval shape with entrances at each side like amphitheater/coliseum. There wasn't any scene to be changed. The dramatist could move freely and swiftly with words at command. The Elizabethan audience enjoyed it with their imagination, a thing rare in our drama.

Title: Elizabethan Theatre.

CSS 1987

Q.1 Make a Précis of the following passage and suggest a suitable title: (20+5=25)

The incomparable gift of brain, with its truly amazing powers of abstraction, has rendered obsolete the slow and sometimes clumsy mechanism utilized by evolution so far. Thanks to the brain alone, man, in the course of thousand of years for animals to achieve the same result through the processes of evolution. Thanks to the brain alone, the range of our sensory organs has been increased a million fold, for beyond the wildest dreams; we have brought the moon within thirty miles of us, we see the infinitely small and see the infinitely remote; we hear the inaudible; we have dwarfed distance and killed physical time. We have succeeded in understanding them thoroughly. We have put to shame the radius and lime consuming methods of trial and error used by Nature, because Nature has finally succeeded in producing its masterpieces in the shape of the human brain. But the great laws of evolution are still active, even though adaptation has lost its importance as far as ourselves if we misunderstand the meaning and the purpose of our victories. And we are free to forge ahead, to prolong evolution, to cooperate with God if we perceive the meaning of it all, if we realize that it can only be achieved through a whole hearted effort toward moral and spiritual developments. Our freedom of which we may be justly proud, affords us the proof that we represent the spearhead of revolutions; but it is up to us to demonstrate, by the way in which we use it, whether we are ready yet to assume the tremendous responsibility which has befallen us almost suddenly.

Précis:

Human intelligence have proved the most cherished and advantages on faculty for the progress of mankind especially in scientific realms. It possesses amazing and incomparable powers. Thanks to human brain that man has conquered time and space. One can see the infinitely small and remote things/phenomena with scientific devices. We can hear inaudible. Man must endeavour for steady progress of evolution. It depends upon him to make the right use of science. In case of its misuse, he will bring destruction upon himself

The right use of human intelligence/science can only be ensured if man works for his moral loftiness and spiritual development.

Title: Human Intelligence, Advancement in Science and Need for Spiritual Development

CSS 1986

Q.1 Write a Précis of the following passage, suggesting a suitable title: (20+5=25)

One of the fundamental facts about words is that the most useful ones in our language have many meanings; That is partly why they are so useful; they work overtime Think of all the various things we mean by the word "foot" on different occasions: one of the lower extremities of all human body, a measure of verse, the ground about a tree, twelve inches, the floor in front of the stair. The same is true of nearly every common noun or verb.

Considering the number of ways of taking a particular word, the task of speaking clearly and being understood would seem pretty hopeless if it were not for another very important fact about language. Though a word may have many senses, these senses can be controlled, up to a point, by the context in which the word is used. When we find the word in a particular verbal setting, we can usually decide quite definitely which of the many senses of the word is relevant. If a poet says his verse has three feet, it doesn't occur to you that he could mean it's a yard long or is three legged (unless perhaps you are a critic planning to puncture the poet with a pun about his "lumping verse"). The context rules out these maverick senses quite decisively.

Précis:

The useful words in language carry myriads of meanings. The word "foot" has different meanings on different occasions. The same is the case of most of common nouns and verbs. Therefore, the relevant senses of words depend upon the context in which they are used. When a poet talks of the verse having certain feet, it wouldn't mean a particular length but poetic diction, rhythm and sounds of words.

Title: Relation of words with context.

CSS 1985

Q.1 Make a Précis of the following passage and suggest a suitable title: (20+5=25)

Climate influences labour not only by enervating the labourer or by invigorating him, but also by the effect it produces on the regularity of his habits. Thus we find that no people living in a very northern latitude has ever possessed that steady and unflinching industry for which the inhabitants of temperate regions are remarkable. In the more northern countries, the severity of the weather, and at some seasons, the efficiency of light, render it impossible for the people to continue their usual out of door employment. The result is that the working classes, being compelled to cease from their ordinary pursuits, are rendered prone to desultory habits, the chain of their industry is, as it were, broken and they lose that impetus which long continued and uninterrupted practices never fails to give. Hence there arises a national character more fitful and capricious than that possessed by a people whose climate permits the regular exercise of their ordinary industry. Indeed so powerful is this principle that we perceive its operations even under the most opposite circumstances. It would be difficult to conceive a greater difference in government, laws, religions, and manners, than that which distinguishes Sweden and Norway. On the one hand, from Spain

and Portugal on the other. But these four countries have one great point in common. In all of them, continued agricultural industry is impracticable. In the two southern countries, labour is interrupted by the dryness of the weather and by the consequent state of the soil. In the northern countries, the same effect is produced by the severity of the winter and the shortages of the days. The consequences are that these four nations, though so different in other respects, are all remarkable for a certain instability and fickleness of character.

Precis:

Climatic conditions greatly affects the working of the inhabitants of a region, their habits and character. Since the people of the northern countries are hampered by severity of weather and deficiency of daylight, they do not possess that will for hard and steady work as that of the people from temperate zones, whose climate permits them regular exercise of their routine industry. Sweden, Norway, Spain and Portugal share one common feature with one another that there sustained agricultural productivity is impracticable. Hence they share the consequent national trait of political instability and capriciousness of character.

Title: National Character and Climate Factor.

CSS 1984

Q.1 Write a Précis of the following passage and suggest a suitable title: (20+5=25)

It is no doubt true that we cannot go through, life without sorrow. There can be no sunshine without shade. We must not complain that roses have thorns, but rather to grateful that thorns bear flowers. Our existence here is so complex that we must expect much sorrow and much suffering. Many people distress and torment themselves about the mystery of existence. But although a good man may at times be angry with the world, it is certain that no man was ever discontented with the world who did his duty in it. The world is a looking glass, if you smile, it smiles, if you frown, it frowns back. If you look at it through red glass, all seems red and rose, if through blue, all blue; if through a smoked one, all dull and dingy. Always try then to look at the bright side of things; almost everything in the world has a bright side. There are some persons whose smile, the sound of whose voice, whose very presence seems like a ray of sunshine and brightness a whole presence seems like a ray of sunshine and brightness a whole room. Greet everybody with a bright smile, kind words and a pleasant welcome. It is not enough to love those who are near and dear to us. We must show that we do so. While however, we should be grateful, and enjoy to the full the innumerable blessings of life, we cannot expect to have sorrows and anxieties. Life has been described as a comedy to those who think, and tragedy to those who feel. It is indeed a tragedy at times and comedy very often, but as a rule, it is what we choose to make it. No evil, said Socrates, can happen to a good man, either in life and Death,

Precis:

Life is full of light of happiness and darkness of sorrow. Man cannot banish sorrow from his life altogether. It is complementary to joy. However if he goes ahead constructively and courageously, he can stimulate the forces of accomplishment. The surest truth is that the world is a looking glass. Life would give us delight if we desire/hope so; it would give us dismay if we adopt a pessimist and cynic way of life. Life gives us no more than we give it. We should see the brighter side of things. Man is the master of his fate and can make it a hell or heaven by his own actions/choices. If man adhere to goodness, no evil can come to him.

Title: Man the Architect of His Fate,

CSS 1983

Q.1 Write a Précis of the following passage and Suggest a Suitable title. (20+5=25)

Rural development lies at the heart of any meaningful development strategy. This is the only mechanism to carry the message to the majority of the people and to obtain their involvement in measures designed to improve productivity levels. Rural population exceeds 70 percent of the total population of the country, despite a rapid rate of urbanization. Average rural income is 34 percent less than per capita urban income. A large part of under employment is still concealed in various rural activities particularly in the less developed parts of the country. For centuries, the true magnitude of poverty has been concealed from view by pushing a large part of it to the rural areas. This set in motion a self-perpetuating mechanism. The more enterprising and talented in the rural society migrated to the cities in search of dreams which were seldom realized. Such migrants added to urban squalor. The relatively more prosperous in the rural society opted for urban residence for different reasons. The rural society itself has in this way systematically been denuded to its more enterprising elements, as rural areas developed the character of huge and sprawling slum. Development in the past has touched rural scene mainly via agricultural development programmes. These are essential and would have to be intensified. Much more important is a large scale rural water supply and village electrification as a part of the change in the physical environment and primary education and primary health care as the agents of social change. The task is to provide modern amenities as an aid for bringing into motion the internal dynamics of the rural society on the path leading to increase in productivity and self-help, changing the overall surrounding, while preserving coherence, integrated structure and the rich cultural heritage of the rural society.

Precis:

Rural development means the uplift of village population that usually suffers from privation and deprivation of physical and social infrastructure. The migration of dejected but talented villagers to cities did not improve their lot, rather it resulted in urban overload. The prosperous villagers carved their successful way in the urban set-up but this trend reduced their villages to sprawling slums. The rural areas must be provided with all modern amenities which lead to increase in production, rise in the standard of living and overall prosperity of the country.

Title: Rural Uplift is Key to Meaningful Developmental Strategy

PRÉCIS EXERCISES**PRÉCIS EXERCISE 1****Q: Make a précis of the following passage in about one third of its length and suggest a suitable title. (20)**

Lying is indeed an accursed vice. We are men, and we have relations with one another only by speech. If we recognized the horror and gravity of an untruth, we should more justifiably, punish it with any other crime. I commonly find people taking the most ill-advised pains to correct their children for their harmless faults and worrying them about heedless acts which leave no trace and have no consequences. Lying and in a lesser degree obstinacy - are, in my opinion, the only faults whose birth and progress we should consistently oppose. They grow with a child's growth and once the knack of lying it is difficult

to imagine how impossible it is to correct it; Whence it happens that we find some otherwise excellent men subject to this fault and enslaved by it.

If, like the truth, falsehood had only one face, we should know better where we are, for we should then like the opposite of what a liar said to be the truth. But the opposite of a truth has a thousand shapes and a limitless field.

The Pythagoreans regard good as certain and finite, and evil as boundless as uncertain. There are a thousand ways of missing the bull's eye, only one of hitting it. I am by no means sure that I could induce myself to tell a brazen and deliberate lie even to protect myself from the most obvious and extreme danger. An ancient father says that we are better off in the company of a dog, we know than in that of a man whose language we do not understand. Therefore, those of different nations do not regard one another as men, and how much less friendly is false speech than silence. (Montaigne) (CSS 1998)

PRÉCIS EXERCISE 2**Q.1 Make a Précis of the following in about 125 words and suggest a suitable title:**

"Education does not develop autonomously; it tends to be a mirror of society and is seldom at the cutting edge of social change, it is retrospective, even conservative, since it teaches the young what others have experienced and discovered about the world. The future of education will be shaped not by educators, but by changes in demography, technology and the family. Its ends are likely to remain stable, but its means are likely to change dramatically."

"Schools, colleges and universities will be redefined in fundamental ways: who is educated, how they are educated, where they are educated all are due for upheaval. But their primary responsibility will be much the same as it is now: to teach knowledge of languages science history, government, economics, geography, mathematics and the arts, as well as the skills necessary to understand today's problems and to use it technologies. In the decades ahead, there will be a solid consensus that, as Horace Mann, an American educator, wrote in 1886, "(Intelligence is a primary ingredient in the wealth of nations." In recognition of the power of this idea, education will be directed purposefully to develop intelligence as a vital national resources.")

"Even as nations recognize the value of education in creating human capital, the institutions that provide education will come under increasing strain. State system of education may not survive demographic and technological change. Political upheavals in unstable regions and the ease of international travel will ensure a steady flow of immigrants, legal and illegal, from poor nations to rich ones. As tides of immigration sweep across the rich world, the receiving nations have a choice; they can assimilate the newcomers to the home culture, or they can expect a proliferation of cultures within their borders. Early this century, state systems assimilated newcomers and taught them how to fit in. Today social science frowns on assimilation, seeing it as a form of cultural coercion, so state systems of education are likely to eschew cultural coercion. (CSS 1994)

PRÉCIS EXERCISE 3**Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)**

Objectives pursued by organizations should be directed to the satisfaction of demands resulting from the wants of mankind. Therefore, the determination of appropriate objectives for organized activity must be preceded by an effort to determine precisely what their wants are. Industrial organizations conduct market studies to learn what consumer

goods should be produced. City Commissions make surveys to ascertain what civic projects would be of most benefit. Highway Commissions conduct traffic counts to learn what constructive programmes should be undertaken. Organizations come into being as a means for creating and exchanging utility. Their success is dependent upon the appropriateness of the series of acts contributed to the system. The majority of these acts is purposeful, that is, they are directed to the accomplishment of some objectives. These acts are physical in nature and find purposeful employment in the alteration of the physical environment. As a result utility is created, which, through the process of distribution, makes it possible for the cooperative system to endure.

Before the Industrial Revolution most cooperative activity was accomplished in small owner managed enterprises, usually with a single decision maker and simple organizational objectives. Increased technology and the growth of industrial organization made necessary the establishment of a hierarchy of objectives. This is turn, required a division of the management function until today a hierarchy of decision makers exists in most organizations. The effective pursuit of appropriate objectives contributes directly to organizational efficiency. As used here, efficiency is a measure of the want satisfying power of the cooperative system as a whole. Thus efficiency is the summation of utilities received from the organization divided by the utilities given to the organization, as subjectively evaluated by each contributor.

The function of the management process is the delineation of organizational objectives and the coordination of activity towards the accomplishment of these objectives. The system of coordinated activities must be maintained so that each contributor, including the manager, gains more than he contributes.

(CSS 1982)

PRÉCIS EXERCISE 4

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

An important part of management is the making of rules. As a means of regulating the functioning of an organization so that most routine matters are resolved without referring each issue to the manager they are an essential contribution to efficiency. The mere presence of carefully considered rules has the double-edged advantage of enabling workers to know how far they can go, what is expected of them and what channels of action to adopt on the one side, and on the other, of preventing the management from behaving in a capricious manner. The body of rules fixed by the company for itself acts as its constitution, which is binding both on employees and employers, however, it must be remembered that rules are made for people, not people for rules. If conditions and needs change rules ought to change with them. Nothing is sadder than the mindless application of rules which are outdated and irrelevant. An organization suffers from mediocrity if it is too rule-bound. People working in will do the minimum possible. It is called "working to rule" or just doing enough to ensure that rules are not broken. But this really represents the lowest level of the employer-employee relationship and an organization afflicted by this is in an unhappy condition indeed. Another important point in rule-making is to ensure that they are rules which can be followed. Some rules are so absurd that although everyone pays lip-service to them, no one really bothers to follow them. Often the management knows this but can do nothing about it. The danger of this is, if a level of disrespect for one rule is created this might lead to an attitude of disrespect for all rules. One should take it for granted that nobody likes rules, nobody wants to be restricted by them; and, given a chance, most people will try and break them. Rules which cannot be followed are not only pointless, they are actually damaging to the structure of the organization.

(CSS 1981)

PRÉCIS EXERCISE 5

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

The attention we give to terrorism often seems disproportionate to its real importance. Terrorism incidents make superb copy for journalists, but kill and maim fewer people than road accidents. Nor is terrorism politically effective. Empires rise and fall according to the real determinants of politics—namely overwhelming force or strong popular support—not according to a bit of mayhem caused by isolated fanatics whom one would take seriously enough to vote for it. Indeed, the very variety of incidents that might be described as "terrorism" has been such as to lead critics to suggest that no single subject for investigation exists at all. Might we not regard terrorism as a kind of minor blotch on the skin of an industrial civilization whose very heart is filled with violent dreams and aspirations. Who would call in the dermatologist when the heart itself is sick.

But popular opinion takes terrorism very seriously indeed and popular opinion is probably right. For the significance of terrorism lies not only in the grotesque nastiness of terroristic outrages but also in the moral claims they imply. Terrorism is the most dramatic exemplification of the moral fault of blind willfulness. Terrorism is a solipsistic denial of the obligation of self-control we all must recognize when we live in civilized communities.

Certainly the sovereign high road to misunderstanding terrorism is the pseudo-scientific project of attempting to discover its causes. Terrorists themselves talk of the frustrations which have supposedly necessitated their actions but to transform these facile justifications into scientific hypotheses is to succumb to the terrorists own fantasies. To kill and maim people is a choice people make, and glib invocations of necessity are baseless. Other people living in the same situation see no such necessity at all. Hence there are no "causes" of terrorism; only decision to terrorize. It is a moral phenomenon and only a moral discussion can be adequate to it.

(CSS 1980)

PRÉCIS EXERCISE 6

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

Probably the only protection for contemporary man is to discover how to use his intelligence in the service of love and kindness. The training of human intelligence must include the simultaneous development of the empathic capacity. Only in this way can intelligence be made an instrument of social morality and responsibility and thereby increase the chances of survival. The need to produce human beings with trained morally sensitive intelligence is essentially a challenge to educators and educational institutions. Traditionally, the realm of social morality was left to religion and the churches as guardians or custodians. But their failure to fulfil this responsibility and their yielding to the seductive lures of the men of wealth and pomp and power are documented by history of the last two thousand years and have now resulted in the irrelevant "God Is Dead" theological rhetoric. The more pragmatic men of power have had no time or inclination to deal with the fundamental problems of social morality. For them simplistic Machiavellianism must remain the guiding principle of their decisions—power is morality, morality is power. This over-simplification increases the chances of nuclear devastation. We must therefore hope that educators and educational institutions have the capacity, the commitment and the time to in-still moral sensitivity as an integral part of the complex pattern of functional human intelligence. Some way must be

found in the training of human beings to give them the assurance to love, the security to be kind, and the integrity required for a functional empathy. (CSS 1979)

PRÉCIS EXERCISE 7

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

"I was a firm believer in democracy, whereas he (D.H. Lawrence) had developed the whole philosophy of Fascism before the politicians had thought of it. 'I don't believe', he wrote, 'in democratic control. I think the working man is fit to elect governors or overseers for his immediate circumstances, but for no more. You must utterly revise the electorate. The working man shall elect superiors for the things that concern him immediately, nor more. From the other classes, as they rise, shall be elected the higher governors. The thing must culminate in one real head, as every organic thing must—no foolish republics with no foolish presidents, but an elected king, something like Julius Caesar.' He, of course, in his imagination, supposed that when a dictatorship was established, he would be the Julius Caesar. This was the part of the dream-like quality of all his thinking. He never let himself bump into reality. He would go into long tirades about how one must proclaim 'the truth' to the multitude, and he seemed to have no doubt that multitude would listen. Would he put his political philosophy into a book? No in our corrupt society the written word is always a lie. Would he go in Hyde Park and proclaim 'the Truth' from a soap box? No: that would be far too dangerous (odd streaks of prudence emerged in him from time to time). Well, I said, what would you do? At this point he would change the subject.

Gradually I discovered that he had no real wish to make the world better, but only to indulge in eloquent Soliloquy about how bad it was. If anybody heard the soliloquies so much the better, but they were designed at most to produce a little faithful band of disciples who could sit in the deserts of new Mexico and feel holy. All this was conveyed to me in the language of a Fascist dictator as what I must preach, the 'must' having thirteen underlinings." (CSS 1978)

PRÉCIS EXERCISE 8

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

Those who regard the decay of civilization as something quite normal and natural console themselves with the thought that it is not civilization, but a civilization, which is falling a prey to dissolution, that there will be a new age and a new race in which there will blossom a new civilization. But that is a mistake. The earth no longer has in reserve, as it had once, gifted peoples as yet unused, who can relieve us and take our place in some distant future as the leader of our spiritual life. We already know all those that the earth has to dispose of. There is not one among them which is not already taking such a part in our civilization that its spiritual fate is determined by our own. All of them, the gifted and the un-gifted, the distant and the near, have felt the influence of those forces of barbarism which are yet working among us. All of them are, like ourselves, diseased, and only as we recover can they recover.

It is not the civilization of a race, but that of mankind, present and future alike, that we must give up as lost, if belief in the rebirth of our civilization is a vain thing. But it need not be so given up. If the ethical is the essential element in civilization, decadence changes into renaissance as soon as ethical activities are set to work again in our convictions and in the ideas which we undertake to stamp upon reality. The attempt to bring this about is well worth making, and it should be world-wide. It is true that the difficulties that have to be reckoned

with in this undertaking are so great that only the strongest faith in the power of the ethical spirit will let us venture on it.

Again the renewal of civilization is hindered by the fact that it is so exclusively the individual personality which must be looked to as the agent in the new movement.

The renewal of civilization has nothing to do with movements which bear the character of the experiences of the crowd, these are never anything but reactions to external happenings. But civilization can only revive when there shall come into being in a number of individuals a new tone of mind independent of the one prevalent among the crowd and in opposition to it, a tone of mind which will gradually win influence over the collective one, and in the end determine its character. It is only an ethical movement which can rescue us from the slough of barbarism, and the ethical comes into existence only in individuals.

The final decision as to what the future of a society shall be depends not on how near its organization is to perfection, but on the degrees of worthiness in its individual members. The most important, and yet the least easily determinable element in history is the series of unobtrusive general changes which take place in the individual dispositions, and that is why it is so difficult to understand thoroughly the men and events of past times. The character and worth of individuals among the mass and the way they work themselves into membership of the whole body, receiving influences from it and giving others back, we can even today only partially and uncertainly understand.

One thing, however, is clear. Were the collective body works more strongly on the individual than the latter does upon it, the result is deterioration because the noble element on which everything depends, namely the spiritual and moral worthiness of the individual is thereby necessarily constricted and hampered. Decay of the spiritual and moral life then sets in which renders society incapable of understanding and solving the problems which it has to face. Therefore, sooner or later, it is involved in catastrophe, and that is why it is the duty of individuals to a higher conception of their capabilities and undertake the function which only the individual can perform, that of producing new spiritual-ethical ideas. If this does not come about many times over nothing can save us. (CSS 1977)

PRÉCIS EXERCISE 9

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

The present-day industrial establishment is a great distance removed from that of the last century or even of twenty-five years ago. This improvement has been the result of a variety of forces—government standards and factory inspection; general technological and architectural advance by substituting machine power for heavy or repetitive manual labour; the need to compete for a labour force; and union intervention to improve working conditions in addition to wages and hours.

However, except where the improvement contributed to increased productivity, the effort to make more pleasant has had to support a large burden of proof. It was permissible to seek the elimination of hazardous, unsanitary, unhealthy, or otherwise objectionable conditions of work. The speedup might be resisted to a point. But the test was not what was agreeable but what was unhealthy or, at a minimum, excessively fatiguing. The trend toward increased leisure is not reprehensible, but we resist vigorously the notion that a man should work less hard on the job. Here older attitudes are involved. We are gravely suspicious of any tendency to expand less than the maximum effort, for this has long been a prime economic virtue.

In strict logic there is as much to be said for making work pleasant and agreeable as for shortening hours. On the whole it is probably as important for a wage-earner to have

pleasant, working conditions as a pleasant home. To a degree, he can escape the latter but not the former—though no doubt the line between an agreeable tempo and what is flagrant feather-bedding is difficult to draw.

Moreover it is a commonplace of the industrial scene that the dreariest and most burdensome tasks, requiring as they do a minimum of thought and skill frequently have the largest number of takers. The solution to this problem lies, as we shall see presently, in driving up the supply of crude manpower at the bottom of the ladder. Nonetheless the basic point remains, the case for more leisure is not stronger on purely prima facie grounds than the case for making labour-time itself more agreeable. The test, it is worth repeating, is not the effect on productivity. It is not seriously argued that the shorter work week increases productivity—that men produce more in fewer hours than they would in more. Rather it is whether fewer hours are always to be preferred to more but pleasant ones. (CSS 1976)

PRÉCIS EXERCISE 10

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

Some societies have experimented with eliminating the middleman. Prices can certainly be controlled better if the government acts as the middleman, because, after all, goods have to be lifted and transported to the other parts of the country. But governments are not usually very efficient or quick in these matters. Nor are they economical—a lot of file and paperwork involving a lot of people adds up to a lot of indirect expense. Although in theory it ought to be possible to reduce prices by eliminating the middleman, in practice it seems to be an essential evil.

Business can be left to find its own level in accordance with the so-called 'laws' of supply and demand. By and large, Pakistan is what is called a 'seller's market' because essential goods are usually in short supply or are inclined to fall below the needs of an overgrowing population. Market manipulation in such a situation is easy and unfortunately fairly common. Goods usually disappear at about the time they are needed most, leading to price spirals and malpractices. Price control under such circumstances becomes a little unrealistic unless a huge department can be set up with vigilance teams and inspectors empowered to raid shops and warehouses. The effort to control a seller's market is so great and the cost so high that in fact not a great deal of control can be exercised. An alternative method is to encourage the growth of 'buyer's market' in which the customer has a choice between many competing products. Competition automatically forces good quality and low prices on the goods. This is at present only possible in the high production areas of the world. But competition leads to malpractices of a different kind. Survival for a business often depends upon the destruction of competing business and big companies have a natural advantage over small ones. An obsessive drive to 'sell' is generated in such a system. Huge sums are spent on advertising, the costs of which are transferred to the buyer. People are tricked and badgered into buying things they do not really need.

PRÉCIS EXERCISE 11

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

The pain of a kick on the shin soon passes away, but the pain of wound to oneself—respect or our vanity may poison a whole day. For these are few things more catching than bad temper and bad manners. Bad manners probably do more to poison the stream of the

general life than all the crimes in the calendar. But all the same discourtesy is not a legal offence and the law cannot become the guardian of our private manners. While it is true that there is no law that compels us to say "please", there is a social practice much older and more sacred than any law which enjoins us to be civil. And the first requirement of civility is that we would acknowledge a service. "Please" and "Thank you" are the small change with which we pay our way as social beings. They are the little courtesies by which we keep the machine of life oiled and running sweetly. They put our intercourse upon the basis of a friendly co-operation, an essay give-and-take, instead of on the basis of superiors dictating to inferiors.

PRÉCIS EXERCISE 12

Q: Write a précis of the following passage in about 100 words and suggest the title: (20+5)

The man, for instance, who, having wealth, is yet lacking in refinement of mind, who has no education by which he may understand and enjoy the beauties of literature, art and nature, can only use his money for the gratification or sexual appetites and be, therefore, not all-powerful. Any power he may have is the power of a brute which works for destruction rather than edification. On the other hand is the man of trained intellect, the man whose soul has been open to the noble influences around him, who has treasured up not gold but a store of precious learning. He looks calmly upon the world around him, scorns its follies and despises its so-called pleasures. He has within himself a source of intellectual joy in contemplation of the mysteries and problems of the world and its history. He is the Man of Power before whom the Man of Gold must bow down in homage as to a king. Carlyle, in his study, living with his wife on an income of \$100 per annum, but sending forth living words to stir the hearts of his countrymen, was more powerful than an American Millionaire, or any other whose money was used merely for perishable things of the world.

READING COMPREHENSION

❖ CSS Goal/Requirement of New/Revised Syllabus

Reading Comprehension (20 marks)

A carefully selected passage that is rich in substance but not very technical or discipline-specific shall be given, followed by five(5) questions, each carrying 4 marks.

REVISED SYLLABI FOR CSS COMPETITIVE EXAMINATION, CE-2016 [Updated by FEDERAL PUBLIC SERVICE COMMISSION (FPSC) on: 7th July, 2015]

❖ CHAPTER OUTLINE:

- Introduction to Comprehension
- Method & Procedure of Answering Comprehension Questions
- Solutions of Comprehension Questions asked in Previous CSS Papers (2015-1986)
- Additional Comprehension Exercises

READING COMPREHENSION

Introduction:

"Comprehension" means the process or power of understanding or exercise for testing students' understanding of a passage of text.

The examiner may ask candidates to go through a given passage and to answer certain questions, the answer being based on the material contained in the given passage.

The art and science of comprehension requires candidates to fully grasp the meaning of the passage, to clearly understand the questions asked and to express the meaning of the passages in simple, clear and direct language.

In a comprehension passage, all answers to questions on comprehension should be clear and concise, expressed in simple and direct English according to the rules of grammar and syntax. It is important that all such answers should be written in complete sentences and should be based on only what is explained in the passage and avoid giving your own opinion.

Method of Answering Comprehension Questions:

In answering questions on an unseen passage proceed as follows:-

1. Read the passage given carefully two or three times if necessary, in order to fully grasp the meaning and essence of the passage.
2. Read the questions one by one carefully and clearly to fully understand the purport of the questions asked.
3. Now take up each question and find out to which part of the passage it refers to.
4. Write answers to the questions in your own words. Do not adopt the language of the given passage. The answers should be brief and to the point. No attempt should be made to show one's knowledge by saying things that are not included in the original passage. In comprehension, a student is not free to ramble on and say whatever he likes. He had remained strictly confined to the proportion of the passage.
5. Revise your answers and examine them carefully to see that they are clear and complete. If an answer is too long, you must further compress it by omitting unnecessary details or by remodeling sentences.
6. Correct all mistakes in spelling, grammar and idiom, and see that your sentences are properly punctuated. Let the language of answers be simple and direct.
7. The answers of questions beginning with relative pronoun "why" should have "because" to give the answer a complete sense.
8. The answer should be well thought out and complete in every respect; as:
 - Question: Where was he going?
Answer: To College (Incorrect/Incomplete)
He was going to college. (Correct/Complete)
 - Question: Why did you go there?
Answer: Because I wanted to see him. (Incorrect/Incomplete)
I went there because I wanted to see him. (Correct/Complete)

• Question: What does the writer say?

Answer: The writer says that he is going to visit his relatives.
(Correct/Complete)

9. Commenting on Thoughts and Arguments of the Author

The candidate's might be asked to comment on the thoughts contained in the passage, to state whether or not we agree with the views expressed by him. In other words, we are required to explain the outlook and opinions of the author as revealed by him in the passage. In tackling questions of this nature, we should aim at charity of thought and express our views in such a convincing manner that appeal to the reader for their sincerity and freshness of approach.

10. How to suggest a Title or Heading?

A Title is, in fact, the essence of the passage in a few words. To have an idea of a title, just look at the headlines in a newspaper. They tell the readers, in a few words, what the news is about. Choosing the correct title shows that you have fully understood the theme of the passage. Two or three titles may come to your mind. Analyze them and choose the best one. It is better to write the title of the passage when all the questions have been answered. By that time, you might have grasped the central idea of the passage. A good Title should have the following qualities:

1. It should cover the maximum possible meaning of the passage.
2. It should be neither too general, nor too specific.
3. It should not be a full sentence; it may, however, consist of one word, two words or as many as possible. The length of the title may roughly range from 1 to 4 to 14 words, though there are no hard and fast rules for supplying title to a given passage.
4. For supplying a title or heading to the passage, you can name it after the main character or object or incident mentioned in the passage or after some saying or proverb illustrated by the passage.
5. It can be in form of title and subtitle as:

Population Control: A State Responsibility

(For supplying title to a comprehension follow the rules which we have described in respect of finding a title in précis section—Chapter 1)

Solutions of Comprehension Questions Asked in Previous CSS Papers (2015-1986)

CSS 2015

Q3. Read the following text carefully and answer the questions below:

(20)

Experience has quite definitely shown that some reasons for holding a belief are much more likely to be justified by the event than others. It might naturally be supposed, for instance, that the best of all reasons for a belief was a strong conviction of certainty accompanying the belief. Experience, however, shows that this is not so, and that as a matter of fact, conviction by itself is more likely to mislead than it is to guarantee truth. On the other hand, lack of assurance and persistent hesitation to come to any belief whatever are an equally poor guarantee that the few beliefs which are arrived at are sound. Experience also shows that assertion, however long continued, although it is unfortunately with many people an effective enough means of inducing belief, is not in any way a ground for holding it.

The method which has proved effective, as a matter of actual fact, in providing a firm foundation for belief wherever it has been capable of application, is what is usually called the scientific method. I firmly believe that the scientific method, although slow and never claiming to lead to complete truth, is the only method which in the long run will give satisfactory foundations for beliefs. It consists in demanding facts as the only basis for conclusions, and in consistently and continuously testing any conclusions which may have been reached, against the test of new facts and, wherever possible, by the crucial test of experiment. It consists also in full publication of the evidence on which conclusions are based, so that other workers may be assisted in new researches, or enabled to develop their own interpretations and arrive at possibly very different conclusions.

There are, however, all sorts of occasions on which the scientific method is not applicable. That method involves slow testing, frequent suspension of judgment, restricted conclusions. The exigencies of everyday life, on the other hand, often make it necessary to act on a hasty balancing of admittedly incomplete evidence, to take immediate action, and to draw conclusions in advance of the evidence. It is also true that such action will always be necessary, and necessary in respect of ever larger issues; and this in spite of the fact that one of the most important trends of civilization is to remove sphere after sphere of life out of the domain of such intuitive judgment into the domain of rigid calculation based on science. It is here that belief plays its most important role. When we cannot be certain, we must proceed in part by faith—faith not only in the validity of our own capacity of making judgments, but also in the existence of certain other realities, pre-eminently moral and spiritual realities. It has been said that faith consists in acting always on the nobler hypothesis; and though this definition is a trifle rhetorical, it embodies a seed of real truth.

Questions:

- a. Give the meaning of the underlined phrases as they are used in the passage?
- b. What justification does the author claim for his belief in the scientific method?
- c. Do you gather from the passage that conclusions reached by the scientific method should be considered final? Give reasons for your answer?
- d. In what circumstances, according to the author, is it necessary to abandon the scientific method?
- e. How does the basis of "intuitive judgment" differ from that of scientific decision?

Answers:

a.

Expressions/Phrases	Meanings
• Justified by the event	That some reasons to have a belief are more convincing due to their vindication by an event or by tests of historicity.
• An effective enough means of inducing belief	Brainwashing; indoctrination has been termed as an effective tool for inculcation of certain belief system.
• Trends of civilization	Various aspects of civilizations differentiating physical & metaphysical domains concerning human life.
• The nobler hypothesis	It is faith which guides towards Ultimate/ Absolute reality

b. The author justifies his belief in scientific method because it provides concrete and satisfactory grounds for holding a belief in real life situation.

c. No, we do not gather from the passage that the conclusion reached by the scientific method should be considered final because:

- Scientific method requires persistent and continuous testing of previous conclusions against the test of new facts and experiments.
- The conclusions reached by scientific method are questionable in order that researchers may scientifically carry out investigation over them which may lead to a different set of conclusions, i.e. scientific truths are liable to change

d. According to the author, it is necessary to abandon the scientific method in circumstances which involves taking prompt action without much scientific calculations/ample evidence like sensitivities of daily life and other routine choices/issues.

e. The basis of 'intuitive judgment' is different from that of scientific method in that former is based on belief system, our incapacity to fathom the metaphysical realities, supernatural beings and need for moral code/ spiritual satisfaction, and it guides us towards Ultimate/ Absolute reality, while the latter (scientific method) is based on strict compliance to calculation, evidence, test and experiment. In fact, the realm of the both is entirely different: scientific method deals with physical world/ phenomenon while "intuitive judgment" deals with metaphysical/ supernatural beings, Ultimate reality and moral loftiness and spiritual satisfaction.

CSS 2014

Q3. Read the following passage and answer the questions that follow. Use your own language: (20)

In the height of the Enlightenment, men influenced by the new political theories of the era launched two of the largest revolutions in history. These two conflicts, on two separate continents, were both initially successful in forming new forms of government. And yet, the two conflicts, though merely a decade apart, had radically different conclusions. How do two wars inspired by more or less the same ideals end up so completely different? Why was the American Revolution largely a success and the French Revolution largely a failure?

Historians have pointed to myriad reasons—far too various to be listed here. However, the most frequently cited are worth mentioning. For one, the American Revolution was far removed from the Old World; that is, since it was on a different continent, other European nations did not attempt to interfere with it. However, in the French Revolution, there

were immediate cries for war from neighboring nations. Early on, for instance, the ousted king attempted to flee to neighboring Austria and the army waiting there. The newly formed French Republic also warred with Belgium, and a conflict with Britain loomed. Thus, the French had the burden not only of winning a revolution but also defending it from outside. The Americans simply had to win a revolution.

Secondly, the American Revolution seemed to have a better chance for success from the get-go, due to the fact that Americans already saw themselves as something other than British subjects. Thus, there was already a uniquely American character, so, there was not as loud a cry to preserve the British way of life. In France, several thousands of people still supported the king, largely because the king was seen as an essential part of French life. And when the king was first ousted and then killed, some believed that character itself was corrupted. Remember, the Americans did not oust a king or kill him—they merely separated from him.

Finally, there is a general agreement that the French were not as unified as the Americans, who, for the most part, put aside their political differences until after they had already formed a new nation. The French, despite their Tennis Court Oath, could not do so. Infighting led to inner turmoil, civil war, and eventually the Reign of Terror, in which political dissidents were executed in large numbers. Additionally, the French people themselves were not unified. The nation had so much stratification that it was impossible to unite all of them—the workers, the peasants, the middle-class, the nobles, the clergy—into one cause. And the attempts to do so under a new religion, the Divine Cult of Reason, certainly did not help. The Americans, remember, never attempted to change the society at large; rather, they merely attempted to change the government.

Questions:-

- Why and how did the Reign of Terror happen?
- In what ways does the author suggest that the American Revolution was easier to complete than the French Revolution?
- Of the challenges mentioned facing the French revolutionaries, which do you think had the greatest impact on their inability to complete a successful revolution? Why?
- Of the strengths mentioned aiding the American revolutionaries, which do you think had the greatest impact on their ability to complete a successful revolution? Why?

Answers:-

- The Reign of Terror happened after the French Revolution due to the fact that the French were not united for the cause of revolution. Their infighting led to inner turmoil, civil war and culminated in Reign of Terror.
- The American Revolution was easier to complete due to the reason that Americans only aimed at changing the government not the society at large. Besides, the Americans, unlike the French, were not only unified having a homogeneous national character, but also had no burden of defending their revolution from outside powers' interference which was the stumbling block in the French revolution.
- The French were disunited in their ranks and lacked a national character which had led to internal infighting and unleashed the Reign of Terror which culminated in undoing of the French Revolution – caused its failure.
- The Americans were a homogeneous nation possessed with a quintessential American character and their unity caused the success of their revolution, the lack of which, on the contrary, caused the failure of the French Revolution.

CSS 2013

Q3. Read the following passage and answer the questions that follow. Use your own language: (20)

The civilization of China - as everyone knows, is based upon the teaching of Confucius who flourished five hundred years before Christ. Like the Greeks and Romans, he did not think of human society as naturally progressive; on the contrary, he believed that in remote antiquity rulers had been wise and the people had been happy to a degree which the degenerate present could admire but hardly achieve. This, of course, was a delusion. But the practical result was the Confucian system, like other teachers of antiquity, aimed at creating a stable society, maintaining a certain level of excellence, but not always striving after new successes. In this he was more successful than any other man who ever lived. His personality has been stamped on Chinese Civilization from his day to our own. During his life time, the Chinese occupied only a small part of present day China, and were divided into a number of warring states. During the next three hundred years they established themselves throughout what is now China proper, and founded an empire exceeding in territory and population any other that existed until the last fifty years. In spite of barbarian invasions, and occasional longer or shorter periods of Chaos and Civil War, the Confucian system survived bringing with it art and literature and a civilised way of life. A system which has had this extraordinary power of survival must have great merits, and certainly deserves our respect and consideration. It is not a religion, as we understand the word, because it is not associated with the super natural or with mystical beliefs. It is purely ethical system, but its ethics, unlike those of Christianity, are not too exalted for ordinary men to practise. In essence what Confucius teaches is something is very like the old-fashioned ideal of a 'gentleman' as it existed in the eighteenth century. One of his sayings will illustrate this: 'The true gentleman is never contentious he courteously salutes his opponents before taking up his position, so that even when competing he remains a true gentleman'.

Questions:

1. Why do you think the author calls Confucius' belief about the progress of human society as a delusion?
2. How did Confucius' thought affect China to develop into a stable and 'Proper' China?
3. Why does the author think that Confucian system deserves respect and admiration?
4. Why does the author call Confucian system a purely ethical system and not a religion?
5. Briefly argue whether you agree or disagree to Confucius' ideal of a gentleman.

Answers:

1. The author considers Confucius' beliefs as delusion firstly because of Confucius estimation of human society being non-progressive in its nature and secondly for his conviction of modern man's inability to achieve the bliss and satisfaction of heart enjoyed by human beings in antiquity.
2. Confucius' thoughts helped riot-stricken, dismembered China to emerge as today's geographical and social China characteristic of a stable society, maintaining a certain level of excellence and not always striving after new triumphs.

3. The author admires Confucius system because of its inherent merits which survived through a series of political and social chaotic eras and upheavals of history.
4. He believes Confucius system not to be religious yet ethical because it does not preach any supernatural or divine decree for the 'chosen' but talks of the common man and common gentle practices which make life easier and more polite for all.
5. Yes, I agree with Confucius' ideal of a gentleman because I also believe that the true merit of a man lies in his ability to stay calm and composed in opposition and anger. Inappropriate temper is like an unbridled horse that can cause harm to the dignity of its owner. Therefore human temper should be handled tactfully and once a man is able to control it, though he might not be able to control his opponent, he can at least better safeguard himself.

C.S.S. 2012

Q3. Read the following passage and answer the questions that follow. Use your own language. (5x4 = 20)

Human Beings feel afraid of death just as children feel afraid of darkness; and just as children's fear of darkness is increased by the stories which they have heard about ghosts and thieves, human beings' fear of death is increased by the stories which they have heard about the agony of the dying man. If a human being regards death as a kind of punishment for the sins he has committed and if he looks upon death as a means of making an entry into another world, he is certainly taking a religious and sacred view of death. But if a human being looks upon death as a law of nature and then feels afraid of it, his attitude is one of cowardice. However, even in religious meditation about death there is something a mixture of folly and superstition. Monks have written books in which they have described the painful experience which they underwent by inflicting physical tortures upon themselves as a form of self-purification. Such books may lead one to think that, if the pain of even a finger being squeezed or pressed is unbearable, the pains of death must be indescribably agonizing. Such books thus increase a Man's fear of death.

Seneca, a Roman Philosopher, expressed the view that the circumstances and ceremonies of death frighten people more than death itself would do. A dying man is heard uttering groans; his body is seen undergoing convulsions; his face appears to be absolutely bloodless and pale; at his death his friends begin to weep and his relations put on mourning clothes; various rituals are performed. All these facts make death appear more horrible than it otherwise.

Questions:

1. What is the difference between human beings' fear of death and children's fear of darkness?
2. What is a religious and sacred view of death?
3. What are the painful experiences described by the Monks in their books?
4. What are the views of Seneca about death?
5. What are the facts that make death appear more horrible than it would be otherwise?

Answers:

1. The difference between human beings' fear of death and children's fear of darkness is that former (human beings' fear of death) is increased by the stories

associated with the pangs of death, while later (children's fear of darkness) is augmented due to listening of stories about ghastly spirits and criminals.

2. The religious-minded persons believe in divine retribution. They take death as kind of punishment for all their sins which they have committed during their lifetime. They also consider death as a means to enter the hereafter.
3. Monks have described in their books the horrible ways of torturing themselves with pain and torment as means of self-purification. These pains create in the reader a gruesome sense of fear of death.
4. According to Seneca the circumstances which cause death and post death rites/obsequies create an irrational fear of death in the minds of the people.
5. The groans of the dying man, his pale and hapless face, mourning clothes of the relatives of the deceased person and the somber rituals, all these facts make death appear more frightful than it really is.

CSS 2011

Q3. Read the following passage and answer the questions that follow: (5x4=20)

Knowledge is acquired when we succeed in fitting a new experience in the system of concepts based upon our old experiences. Understanding comes when we liberate ourselves from the old and so make possible a direct, unmediated contact with the new, the mystery, moment by moment, of our existence. The new is the given on every level of experience — given perceptions, given emotions and thoughts, given states of unstructured awareness, given relationships with things and persons. The old is our home-made system of ideas and word patterns. It is the stock of finished articles fabricated out of the given mystery by memory and analytical reasoning, by habit and automatic associations of accepted notions. Knowledge is primarily a knowledge of these finished articles. Understanding is primarily direct awareness of the raw material.

Knowledge is always in terms of concepts and can be passed on by means of words or other symbols. Understanding is not conceptual and therefore cannot be passed on. It is an immediate experience, and immediate experience can only be talked about (very inadequately), never shared. Nobody can actually feel another's pain or grief, another's love or joy, or hunger. And similarly nobody can experience another's understanding of a given event or situation. There can, of course, be knowledge of such an understanding, and this knowledge may be passed on in speech or writing, or by means of other symbols. Such communicable knowledge is useful as a reminder that there have been specific understandings in the past, and that understanding is at all times possible. But we must always remember that knowledge of understanding is not the same thing as the understanding which is the raw material of that knowledge. It is as different from understanding as the doctor's prescription for penicillin is different from penicillin.

Questions:

1. How is knowledge different from understanding?
2. Explain why understanding cannot be passed on.
3. Is the knowledge of understanding possible? If it is, how may it be passed on?
4. How does the author explain that knowledge of understanding is not the same thing as the understanding?
5. How far do you agree with the author in his definitions of knowledge and understanding? Give reasons for your answer.

Answers:

1. Knowledge is a body of concepts that can be passed on/ transferred from one source to another whereas understanding is not conceptual and cannot be passed on.
2. Understanding is immediate experience, that can only be talked about and it (experience) also varies from person to person. One person cannot feel the experience the way someone else does therefore understanding cannot be passed on, though knowledge of understanding can be.
3. The knowledge of understanding is possible which can be passed on in speech or writing or symbols that can communicate some meanings.
4. Knowledge of understanding is based on past experiences that can be similar to some extent in one respect or the other for different individuals but understanding can be reckoned as a feeling which cannot be passed on though the prescription of the same can be.
5. Yes, I agree with the author's opinion on difference between knowledge of understanding and understanding because every man has a different nature: he has different capacity to absorb reality around him, he interprets the absorbed reality differently and everyone's interpretation depends on one's knowledge of word, world and subject. Therefore, one's knowledge of a phenomenon can be similar but one's understanding of that is often significantly different.

CSS 2010

Q3. Read the following passage and answers the questions that follow: (20)

And still it moves. The words of Galileo, murmured when the tortures of the Inquisition had driven him to recant the Truth he knew, apply in a new way to our world today. Sometimes, in the knowledge of all that has been discovered, all that has been done to make life on the planet happier and more worthy, we may be tempted to settle down to enjoy our heritage. That would, indeed, be the betrayal of our trust.

These men and women of the past have given everything — comfort, time, treasure, peace of mind and body, life itself — that we might live as we do. The challenge to each one of us is to carry on their work for the sake of future generations.

The adventurous human mind must not falter. Still must we question the old truths and work for the new ones. Still must we risk scorn, cynicism, neglect, loneliness, poverty, persecution, if need be. We must shut our ears to the easy voice which tells us that 'human nature will never alter' as an excuse for doing nothing to make life more worthy.

Thus will the course of the history of mankind go onward, and the world we know move into a new splendour for those who are yet to be.

Questions:

1. What made Galileo recant the Truth he knew?
2. What is the heritage being alluded to in the first paragraph?
3. What does the 'betrayal of our trust' imply?
4. Why do we need to question the old truths and work for the new ones?
5. Explain the words or expressions as highlighted/underlined in the passage.

Answers:

1. The tortures of the infamous and barbaric Inquisition made Galileo to recant the truth, he knew.
2. The heritage being alluded to in the first paragraph is the accumulated knowledge and scientific/ technological advancement made by previous generations which made our life easier, happier and more enjoyable.
3. To make life on earth happier and more worthy it is a challenge for all of us to carry on the work for the betterment of future generations.
4. The old scientific truths are subject to change and need to be verified which is essential for discovery of new truths and consequent progress. We should not care about this voice that human nature does not change. The scientific truths are liable to change and can advance further.

Expressions/Phrases	Meanings
• Inquisition	A former tribunal of the Roman catholic church (1232-1820) created to discover and suppress heresy
• The planet	the Earth
• Cynicism	a behavior that people act for selfish purposes
• Those who are yet to be	Future generations

CSS 2009

Q3. Read the following passage and answers the questions that follow: (20)

It is in the very nature of the helicopter that its great versatility is found. To begin with, the helicopter is the fulfillment of one of man's earliest and most fantastic dreams. The dream of flying - not just like a bird - but of flying as nothing else flies or has ever flown. To be able to fly straight up and straight down - to fly forward or back or sideways, or to hover over and spot till the fuel supply is exhausted.

To see how the helicopter can do things that are not possible for the conventional fixed-wing plane, let us first examine how a conventional plane "works." It works by its shape - by the shape of its wing, which deflects air when the plane is in motion. That is possible because air has density and resistance. It reacts to force. The wing is curved and set at an angle to catch the air and push it down; the air, resisting, pushes against the under surface of the wing, giving it some of its lift. At the same time the curved upper surface of the wing exerts suction, tending to create a lack of air at the top of the wing. The air, again resisting, sucks back, and this gives the wing about twice as much lift as the air pressure below the wing. This is what takes place when the wing is pulled forward by propellers or pushed forward by jet blasts. Without the motion the wing has no lift.

Questions:

1. Where is the great versatility of the helicopter found?
2. What is the dream of flying?
3. What does the wing of the conventional aircraft do?
4. What does the curved upper surface of the wing do?
5. What gives the wing twice as much lift?

Answers:

1. The great versatility of the helicopter is found in its very nature. The helicopter can fly straight up and straight down, makes its movement forward, backward, sideways and it can hover over a place.
2. The dream of flying refers to man's desire of flying like a bird, which is one of his earliest and most extraordinary dreams.
3. The wings of conventional plane deflect air, help to give it some lift, suck back air and pull forward its propellers.
4. The curved upper surface of the wings exerts suction that is created by lack of air at the top of the wing.
5. As the air resistance is sucked back, it gives twice as much lift to aircraft.

CSS 2008, 1999

Q2. Read the following passage carefully and answer all the questions given at the end: (20)

These phenomena, however, are merely premonitions of a coming storm, which is likely to sweep over the whole of India and the rest of Asia. This is the inevitable outcome of a wholly political civilization, which has looked upon man as a thing to be exploited and not as a personality to be developed and enlarged by purely cultural forces. The people of Asia are bound to rise against the acquisitive economy which the West have developed and imposed on the nations of the East. Asia cannot comprehend modern Western capitalism with its undisciplined individualism. The faith, which you represent, recognizes the worth of the individual, and disciplines him to give away all to the service of God and man. Its possibilities are not yet exhausted. It can still create a new world where the social rank of man is not determined by his caste or colour or the amount of dividend he earns, but by the kind of life he lives, where the poor tax the rich, where human society is founded not on the equality of stomachs but on the equality of spirits, where an untouchable can marry the daughter of the king, where private ownership is a trust and where capital cannot be allowed to accumulate so as to dominate that real producer of wealth. This superb idealism of your faith, however, needs emancipation from the medieval fancies of theologians and logists? Spiritually, we are living in a prison house of thoughts and emotions, which during the course of centuries we have woven round ourselves. And be it further said to the shame of us—men of older generation—that we have failed to equip the younger generation for the economic, political and even religious crisis that the present age is likely to bring. The while community needs a complete overhauling of its present mentality in order that it may again become capable of feeling the urge of fresh desires and ideals. The Indian Muslim has long ceased to explore the depths of his own inner life. The result is that he has ceased to live in the full glow and colour of life, and is consequently in danger of an unmanly compromise with force, which he is made to think he cannot vanquish in open conflict. He who desires to change an unfavourable environment must undergo a complete transformation of his inner being. God changes not the condition of a people until they themselves take the initiative to change their condition by constantly illuminating the zone of their daily activity in the light of a definite ideal. Nothing can be achieved without a firm faith in the independence of one's own inner life. This faith alone keeps a people's eye fixed on their goal and save them from perpetual vacillation. The lesson that past experiences has brought to you must be taken to heart. Expect nothing from any side. Concentrate your whole ego on yourself alone and ripen your clay into real manhood if you wish to see your aspiration realized.

1. What is the chief characteristic of the modern political civilization?
2. What are possibilities of our Faith, which can be of advantage to the world?
3. What is the chief danger confronting the superb idealism of our Faith?
4. Why is the Indian Muslim in danger of coming to an unmanly compromise with the Forces opposing him?
5. What is necessary for an achievement?
6. Explain the expressions as highlighted/under lined in the passage?
7. Suggest an appropriate title to the passage?

1. Chief characteristic of the modern political civilization is that it considers man as an object to be exploited and not a being to be developed and cultivated.
2. Our faith recognizes the dignity of man and disciplines him to the service of God and potential of such man is that he can bring about a better change in the world wherein all are equal shorn of all social, racial, ethnic and economic discriminations.
3. The chief danger to confront the superb idealism of our faith are medieval fancies of theologians which have arrested our growth. It is time to get rid of them.
4. Indian Muslims are in danger of becoming victim to an unmanly compromise with the forces opposing him. He has ceased to explore the inner depths of his life which have robbed him of vigor's of life.
5. For an achievement it is necessary that a firm faith should be cultivated in the independence of our own inner life. It is necessary for an achievement to undergo a complete transformation of inner being. Because, nothing can be achieved unless one is free from the shackles of one's own prejudices.

Expressions/Phrases		Meanings
•	Acquisitive Economy	Capitalism which is characterized by concentration of wealth and unlimited right to own private property.
•	Undisciplined individualism	unchecked individual freedom; unchecked license; unrestrained life
•	Superb idealism	Supreme idealistic believes shorn of pragmatism required for essential changes happening in modern world.
•	Unmanly compromise	a compromise causing self-disrespect
•	Perpetual vacillation	highly instable, contact instability

CSS 2007

(20)

Strong section of industrials who still imagine that men can be mere machines and are at their best as machines if they are mere machines are already menacing what they call

Questions:

1. What kind of education does the writer deal with?
2. What kind of education does the writer favour? How do you know?
3. Where does the writer express most bitterly his feelings about the neglect of the classics?
4. Explain as carefully as you can the full significance of the last sentence.
5. Explain the underlined words and phrases in the passage.

1. The writer deals with the classics, history and philosophy.
2. The writer favours the education which tends to probe into the inner recesses of human nature and personality. He discards the education which deals only with profit making and considers everything as an object to be exploited for material benefits.
3. The writer expresses his feelings most bitterly about the neglect of classics. According to him industrialization is inimical to growth of the classics as it has developed materialism shorn of aesthetic / literary flowering. Industrialists want to get business benefits from the all sorts of education. The classic have no value for them.
4. In the last sentence the writer expresses his indignation on the pathetic situation of the present world, the world that deals with science, technology, business and materialism. The world in which man's spiritual requirements have been ignored. Earlier the Greek and Latin classics were considered the soul of civilization which played a vital role in the growth of human civilizations. The industrialists have materialized everything. The writer laments on such developments. Actually history, philosophy, and languages etc. are the soul of man and spiritual basis of civilization that should not be ignored.

Expressions/Phrases	Meanings
• Industrialists	fit only for use of industry
• 'Useless' education	education without any benefit
• Patently useful	materially 'beneficial, from which benefits can be gained by means of patent rights in capitalist world

• Adolescent artisan	the growing skilled workman in industry or trade
• Prospective clerks	would be clerks; prospective bureaucrats
• Limited field	within certain limits
• Hybrid name	mixed names, usually a name derived from two or more words
• Gibberish	nonsense or meaningless thing

CSS 2006

Q2. Read the passage and answer the questions that follow:

(20 Marks)

"Elegant economy!" How naturally one fold back into the phraseology of Cranford! There economy was always "elegant", and money-spending always "Vulgar and Ostentation," a sort of sour-grapeism which made up very peaceful and satisfied I shall never forget the dismay felt when certain Captain Brown came to live at Cranford, and openly spoke of his being poor not in a whisper to an intimate friend, the doors and windows being previously closed, but in the public street! In a loud military voice! alleging his poverty as a reason for not taking a particular house. The ladies of Cranford were already moving over the invasion of their territories by a man and a gentleman. He was a half-pay captain, and had obtained some situation on a neighbouring rail-road, which had been vehemently petitioned against by the little town; and if in addition to his masculine gender, and his connection with the obnoxious railroad, he was so brazen as to talk of his being poor why, then indeed, he must be sent to Coventry. Death was as true and as common as poverty; yet people never spoke about that loud on the streets. It was a word not to be mentioned to ears polite. We had tacitly agreed to ignore that any with whom we associated on terms of visiting equality could ever be prevented by poverty from doing anything they wished. If we walked to or from a party, it was because the weather was so fine, or the air so refreshing, not because sedan chairs were expensive. If we wore prints instead of summer silks, it was because we preferred a washing material; and so on, till we blinded ourselves to the vulgar fact that we were, all of us, people of very moderate means.

Questions:-

1. Give in thirty of your own words what we learn from this passage of Captain Brown.
2. Why did the ladies of Cranford dislike the Captain.
3. What reasons were given by the ladies of Cranford for "not doing anything that they wished"?
4. "Ears Polite". How do you justify this construction?
5. What is the meaning and implication of these phrases?
 - i. Sour-grapeism
 - ii. The invasion of their territories
 - iii. Sent to Coventry
 - iv. Tacitly agreed
 - v. Elegant economy

Answers:

1. People often like to mention their economic difficulties in the public. They try their level best to justify their apparently shabby condition by making the virtue necessity.

2. The ladies did not like Captain Brown because he was a loud-mouthed person and did not observe the niceties of decent behavior and openly lamented over his poverty.
3. The ladies of Cranford tacitly agreed that they would ignore what was not approved by their financial resources. The ladies of Cranford lived a life of such belief that they were the people of ordinary means and that poverty is as inevitable as death.
4. Ears Polite: the people of high class who usually do not like to discuss publically their personal economic difficulties.

Expressions/Phrases	Meanings
• Sour-grapeism	This term is used for an attitude in which somebody pretends to despise something because he cannot attain or achieve it.
• The invasion of their territories	An unwarranted invasion into one's privacy; to meddle into affairs of others.
• Sent to Coventry	to punish
• Tacitly agreed	secretly agreed
• Elegant economy	economic prosperity; an economic condition which guarantees prosperity/ graceful living

CSS 2005

Q2. Here is an excerpt from the autobiography of a short story writer. Read it carefully and answer the questions that follow: (20)

My father loved all instruments that would instruct and fascinate. His place to keep things was the drawer in the 'library table' where lying on top of his folder map was a telescope with brass extensions, to find the moon and the Big Dipper after supper in our front yard, and to keep appointments with eclipses. In the back of the drawer you could find a magnifying glass, a kaleidoscope and a gyroscope kept in black buckram box, which he would set dancing for us on a string pulled tight. He had also supplied himself with an assortment of puzzles composed of metal rings and intersecting links and keys chained together, impossible for the rest of us, however, patiently shown, to take apart, he had an almost childlike love of the ingenious. In time, a barometer was added to our dining room wall, but we didn't really need it. My father had the country boy's accurate knowledge of the weather and its skies. He went out and stood on our front steps first thing in the morning and took a good look at it and a sniff. He was a pretty good weather prophet. He told us children what to do if we were lost in a strange country. 'Look for where the sky is brightest along the horizon,' he said. 'That reflects the nearest river. Strike out for a river and you will find habitation'. Eventualities were much on his mind. In his care for us children he cautioned us to take measures against such things as being struck by lightning. He drew us all away from the windows during the severe electrical storms that are common where we live. My mother stood apart, scoffing at caution as a character failing. So I developed a strong meteorological sensibility. In years ahead when I wrote stories, atmosphere took its influential role from the start. Commotion in the weather and the inner feelings aroused by such a hovering disturbance emerged connected in dramatic form.

Questions:

- 1. Why did the writer's father spend time studying the skies?
- 2. Why the writer thinks that there was no need of a barometer?
- 3. What does the bright horizon meant for the writer's father?
- 4. How did her father influence the writer in her later years?
- 5. Explain the underlined words and phrases in the passage?

Answers:

- 1. Writer's father spent time studying the skies because he had great interest in anticipating the expected changes in atmosphere regarding weather, phases of moon and other heavenly bodies.
- 2. The writer thinks that there was no need of barometer as it was not a required on domestic level for gauging the atmospheric pressure. The writer is of the opinion that his father had a skill and good knowledge of weather like a country boy who could tell the weather by feeling it.
- 3. Bright horizon means the sign of proximity of nearby river which is often considered sign of habitation in its surroundings.
- 4. Her father's attitude towards atmosphere influenced her writings in later years. She emphasized the atmosphere and its impacts on the lives of the people. The writer was greatly influenced by "the weather" – the inner as well as outer. It provided her ideas and sparks to make her writings look and sound alive.
- 5.

Expressions/Phrases	Meanings
• To keep appointments	In search of regular astrological happenings like eclipses
• Kaleidoscope	An instrument describing the movements of heavenly bodies.
• An assortment of puzzles	A collection of mysterious things; a conglomeration of enigmatic riddles
• To take apart	breakup, break apart, dissemble
• Barometer	an instrument for measurement atmospheric pressure
• Took a good look at	to observe keenly, to pay great heed to
• Strike out for	Search and track a river
• Stood apart	aloof, not interested, having separate opinion

CSS 2004

Q2. Read the following passage and answer the questions given at the end, in YOUR OWN WORDS: (20)

We look before and after, wrote Shelley, and pine for what is not. It is said that this is what distinguishes us from the animals and that they, unlike us, live always for and in the movement and have neither hopes nor regrets. Whether it is so or not I do not know yet it is undoubtedly one of our distinguishing mental attributes; we are actually conscious of our life in time and not merely of our life at the moment of experiencing it. And as a result we find many grounds for melancholy and foreboding. Some of us prostrate ourselves on the road way in Trafalgar Square or in front of the American Embassy because we are fearful that our

lives, or more disinterestedly those of our descendants will be cut short by nuclear war. If only as squirrels or butterflies are supposed to do, we could let the future look after itself and be content to enjoy the pleasures of the morning breakfast, the brisk walk to the office through autumnal mist or winter fog, the mid-day sunshine that sometimes floods through windows, the warm, peaceful winter evenings by the fireside at home. Yet all occasions for contentment are so often spoiled for us, to a greater or lesser degree by our individual temperaments, by this strange human capacity for foreboding and regret - regret for things which we cannot undo and foreboding for things which may never happen at all. Indeed were it not for the fact that over breaking through our human obsessions with the tragedy of time, so enabling us to enjoy at any rate some fleeting moments untroubled by vain yearning or apprehension, our life would not be intolerable at all. As it is, we contrive every one of us, to spoil it to a remarkable degree.

Questions:

- 1. What is the difference between our life and the life of an animal?
- 2. What is the result of human anxiety?
- 3. How does the writer compare man to the butterflies and squirrels?
- 4. How does anxiety about future disturb our daily life?
- 5. How can we make our life tolerable?
- 6. Explain the underlined words/phrases in the passage.

Answers:

- 1. The basic difference between us and the animals is that they are only conscience and we are self-conscience. We have worries for our future and regrets about our past whereas animals are only concerned with the fleeting moments of present life.
- 2. Human anxiety has very deep effects on human beings. It causes frustration and melancholy. The results of this anxiety are that man's life has become a bed of thorns. The apprehensions of future and guilt of past have taken away all the pleasures of life.
- 3. In the opinion of writer, butterflies and squirrels are better as compared to human beings as they leave the future to take care of itself and live and enjoy what is present.
- 4. The apprehensions regarding future disturb our life as we are worried about dangers of war and other impending tragedies and also about our coming generations. It rubs us of internal contentment and life becomes miserable.
- 5. We can make our lives tolerable by breaking through the obsession regarding any vain yearnings or apprehensions about our future.
- 6.

Expressions/Phrases	Meanings
• Distinguishing mental attributes	Unique and exalted mental capabilities
• Grounds for melancholy and foreboding	Causes of mental disturbance and gloom for future
• Occasions for contentment	Opportunities of leisure
• Human obsessions	Things which have preoccupied intensely human faculties; thought of tragedy that perpetuates/ haunts human mind.
• Pine for what is not	To desire/ languish for which is not present/ or has not happened yet.

CSS 2003

Q2. Read the following passage and answer the questions given at the end, in YOUR OWN WORDS. (20)

My father was back in work within days of his return home. He had a spell in the shipyard, where the last of the great Belfast liners, the CANBERRA, was under construction, and then moved to an electronics firm in the east of the city. (These were the days when computers were the size of small houses and were built by sheet metal workers). A short time after he started in this job, one of his colleagues was sacked for taking off time to get married. The workforce went on strike to get the colleague reinstated. The dispute, dubbed the Honeymoon Strike, made the Belfast papers. My mother told me not long ago that she and my father, with four young sons, were hit so hard by that strike, that for years afterwards they were financially speaking, running to stand still. I don't know how the strike ended, but whether or not the colleague got his old job back, he was soon in another, better one. I remember visiting him and his wife when I was still quite young, in their new bungalow in Belfast northern suburbs. I believe they left Belfast soon after the Troubles began.

My father then was thirty-seven, the age I am today. My father and I are father and son, which is to say we are close without knowing very much about one another. We talk about events, rather than emotions. We keep from each other certain of our hopes and fears and doubts. I have never for instance asked my father whether he has dwelt on the direction his life might have taken if at certain moments he had made certain other choices. Whatever, he found himself, with a million and a half of his fellows, living in what was in all but name a civil war.

As a grown up try often to imagine what it must be like to be faced with such a situation. What, in the previous course of your life, prepares you for arriving, as my father did, at the scene of a bomb blast close to your brother's place of work and seeing what you suppose, from the colour of the hair, to be your brother lying in the road, only to find that you are cradling the remains of a woman? (Glenn Patterson)

Questions:

1. From your reading of the passage what do you infer about the nature of the 'Troubles' the writer mentions.
2. What according to the writer were the working conditions in the Electronics firm where his father worked?
3. Why was his father's colleague sacked?
4. How does the writer show that as father and son they do not know much about each other?
5. Explain the underlined words/phrases in the passage?

Answers:

1. The writer mentions the troubles his family went through when he was quite young. His father faced factory strikes that rendered his family destitute. The writer looks into the previous course of his father's life. He believes that previous course of life helps in molding future life.
2. Electronic firms were in nascent stage which used to build computers of very large size with the aid of metal sheet workers. The workers were expelled from their jobs for minor mistakes or choices adopted in personal life.
3. His father's colleague was sacked for taking leave for his marriage.

4. Father and son talked about events, not emotions; they did not share their hopes and fears and remained stranger to the emotions of each other.

5.

Expressions/Phrases	Meanings
• Made the Belfast Papers	became an important subject and flashing news of Belfast newspapers
• Had a spell	A time period in which something last
• Was sacked	fired from job
• Hit so hard	seriously suffered
• Dubbed	To give something/ movement a particular name

CSS 2002

Q2. Read the given passage, then give brief answers, to the questions placed at the end, in your own words: (20)

There is indeed, something inexpressibly pleasing in the annual renovation of the world and the new display of the treasures of nature. The darkness and cold of winter with the naked deformity of every object, on which we turn our eyes, make us rejoice at the succeeding season, as well for what we have escaped, as for what we may enjoy. Every budding flower, which a warm situation brings early to our view, is considered by us a messenger to notify the approach of more joyous days.

The spring affords to a mind free from the disturbance of cares or passions almost everything that our present state makes us capable of enjoying. The Variegated Verdure of the fields and woods, the succession of grateful Odours, the Voice of pleasure pouring out its notes on every side, with the gladness apparently conceived by every animal from the growth of his food and the clemency of the weather, throw over the whole earth an air of gaiety, significantly expressed by smile of nature. (Samuel Johnson)

Questions:

1. Give meanings of the underlined expressions in the passage in your own words.
2. Say how an early budding flower becomes a messenger of happy days?
3. Who, according to the writer can make the best of the spring season?
4. Why are all animals glad at the approach of spring?
5. Suggest a title for the passage.

Answers:

1.

Expressions/Phrases	Meanings
• Annual Renovation	annual repair and improvement associated with things/ phenomenon of nature/ plant life
• Treasures of Nature	various beautiful objects of nature
• Naked deformity	destructive aspect of nature
• Succeeding season	season coming after winter
• Warm situation	Healthy and pleasant situation of spring
• Variegated Verdure	variety in green color with respect of plant life
• Grateful odors	pleasing fragrance

• Clemency of the weather	moderate weather
• Air of gaiety	atmosphere of pleasure/ pleasant atmosphere.

- Early budding flower is indication of spring season, the season of pleasures and joys, a messenger of happy days.
- Only that person can enjoy spring season whose mind is free from confusions of cares or passions.
- All animals are glad at the approach of spring season because spring provides charming surroundings, adequate food and pleasant weather.
- Title: Joys and Pleasures of Spring Season.**

CSS 2001

Q2. Read the following passage and answer the questions given at the end in your own words: (20)

Poetry is the language of imagination and the passions. It relates to whatever gives immediate pleasure or pain to human mind. It comes home to the bosoms and business of men for nothing but what comes home to them in the most general and intelligible shape can be a subject of poetry. Poetry is the universal language which the heart holds with nature and itself. He who has contempt for poetry cannot have much respect for himself or for anything else. Wherever there is a sense of beauty, or power, or harmony, as in the motion of the waves of the sea, in the growth of a flower, there is poetry in its birth. If history is a grave study, poetry may be said to be graver, its materials lie deeper, and are spread wider. History treats, for the most part, cumbersome and unwieldy masses of things, the empty case in which the affairs of the world are packed, under the heads of intrigue or war, in different stated, and from century to century, but there is no thought or feeling that can have entered into the mind of man which he would be eager to communicate to others, or they would listen to with delights that it not a fit subject for poetry. It is not a Brach of authorship; it is "the stuff of which our life is made". The rest is mere oblivion, a dead letter, for all that is worth remembering in life is the poetry of it. Fear is poetry, hope is poetry, love is poetry, and hatred is poetry. Poetry is that fine particle within us that expands, refines, raises our whole being: without poetry "man's life is as poor as beast". In fact, man is a poetical animal. The child is a poet when he first plays hide and seek, or repeats the story of Jack the Giant-Killer; the shepherd-boy is a poet when he first crowns his mistress with a garland of lowers; the countryman when he stops to look at the rainbow; the miser when he hugs his gold; the courtier when he builds his hope upon a smile; the vain ambitious the proud, the choleric man, the hero and the coward, the beggar and the king, all alive in a world of their own making, and the poet does no more than describe what all others think and act. (Hazlitt)

Questions:

- In what sense is poetry the language of the imagination and the passion?
- How is poetry the Universal Language of the heart?
- What is the difference between history and poetry?
- Explain the phrase: "Man is a poetical animal".
- What are some of the actions which Hazlitt calls poetry and its doers poet?
- Explain the followings underlined expression in the passage.
 - It relates to whatever gives immediate pleasure or pain to human heart
 - A sense of beauty, or power, or harmony.

- Cumbersome and unwieldy masses of things.
- It is the stuff of which our life is made.
- The poet does no more than describe what all others think and act.

Answers:

- Poetry is the language of imagination and passion because it is connected with such passions of human life as pleasure and pain.
- Poetry is the universal language as it expresses each passion of human heart and every phenomenon of universe.
- History treats dry episodes of life like wars between various states. In poetry all human thoughts and feelings can be expressed and communicated to others in a heart-pleasing way which produces sonorous effect on the minds of listeners.
- Man is poetical animal because every human passion including love, hatred, compassion, anger etc. can be expressed through poetry. All that is worth remembering in life can be expressed through or in poetry.
- Child plays hide and seek, repeats the story, rural man looks at rainbow. All these actions are poetic and their doers are poets.

Expressions/Phrases	Meanings
• It relates to whatever gives immediate pleasure or pain to human heart	Poetry relates to whatever gives immediate pleasure or pain to human heart
• A sense of beauty, or power, or harmony.	Where there is sense of beauty, or power, or harmony, there is birth of poetry.
• Cumbersome and unwieldy masses of things.	History deals with dry and harsh realities of human life, situation of societies of different times.
• It is the stuff of which our life is made.	Poetry is based on thought and feelings, the stuff of our life.
• The poet does no more than describe what all others think and act.	The poet describes the feelings, actions and thoughts concerning fellow human beings.

CSS 2000

Q2: Read the following passage and answers the questions given at the end in your own words.

The vitality of any teaching, or historical movement, depends upon what it affirms rather than upon what it denies, and its survival and continued power will often mean that its positives are insufficiently regarded by opposing schools. The grand positives of Bentham were benevolence and veracity; the passion for the relief of man's estate, and the passion for truth. Bentham's multifarious activities, pursued without abatement to end of a long life, were inspired by a "dominate and all comprehensive desire for the amelioration of human life"; they were inspired, too, by the belief that he had found the key to all moral truth. This institution, this custom, this code, and this system of legislation does it promotes human happiness? Then it is sound. This theory, this creed, this moral teaching does it rightly explain why virtue is admirable or ditty is obligatory? Then it is true: all else is misrepresentation. The limitation of Bentham can be gauged by his dismissal of all poetry (and most religion) as

"misrepresentation". This is his negative side. But benevolence and veracity are Supreme Values, and if it falls to one of the deniers to be their special advocate, the believers must have long been drowsed. Bentham believes the Church teaches children insincerity by making them affirm what they cannot possibly understand or mean. Thy promise, for example to fulfill the undertaking of their god-parents, that they'll "renounce the devil and all his works, is he, and how is it that he is renounced?" has the child happen to have any dealings with him? Let the Archbishop of Canterbury tell us, and let him further explain how his own "work" is distinguished from the aforesaid Pomp and Vanity". What King, what Lords Temporal or Spiritual, have ever renounced them? (Basil Willey)

Questions:

- What does the writer mean by the following expressions?
Multifarious activities, amelioration of human life, it is sound, be their special advocate, renounce the evil, drowsed, gauged, and aforesaid.
- What is Bentham's philosophy based upon?
- What according to the writer is Bentham's limitation?
- On what grounds does Bentham believe that the Church teaches children insincerity?
- In what context has the Archbishop of Canterbury been quoted i.e. is he praised or condemned?

Answers:

Expressions/Phrases	Meanings
• Multifarious activities	Various kind of activities
• Amelioration of human life	Betterment of human being
• Be their special advocate	plead their case, support their cause
• Renounce the evil	Discard/ condemn the evil
• Drowsed	Became inactive; sedative
• Gauged	Estimated; calculated
• Aforesaid	mentioned above; above said

- Bentham's Philosophy is based upon positive thinking, benevolence, enthusiasm for the relief of man's condition and quest for truth. He worked for betterment of human life.
- Bentham totally ignored poetry and largely considered religion as misrepresentation which created negative thinking.
- According to Bentham, Church teaches children insincerity by forcing them to believe what children cannot comprehend. They teach children to jettison/ renounce pomp and vanity, whereas higher authorities in Churchdom adopt the same.
- Archbishop of Canterbury has been quoted in the context of pomp and vanity. He is condemned because he has not condemned pomp and vanity which is most often renounced by ecclesiastical teachers.

CSS 1999

Q2. Read the following passage carefully and answer all the questions given at the end: (20)

These phenomena, however, are merely premonitions of a coming storm, which is likely to sweep over the whole of India and the rest of Asia. This is the inevitable outcome of a wholly political civilization, which has looked upon man as a thing to be exploited and not as a personality to be developed and enlarged by purely cultural forces. The people of Asia are bound to rise against the acquisitive economy which the West have developed and imposed on the nations of the East. Asia cannot comprehend modern Western capitalism with its undisciplined individualism. The faith, which you represent, recognizes the worth of the individual, and disciplines him to give away all to the service of God and man. Its possibilities are not yet exhausted. It can still create a new world where the social rank of man is not determined by his caste or colour or the amount of dividend he earns, but by the kind of life he lives, where the poor tax the rich, where human society is founded not on the equality of stomachs but on the equality of spirits, where an untouchable can marry the daughter of the king, where private ownership is a trust and where capital cannot be allowed to accumulate so as to dominate that real producer of wealth. This superb idealism of your faith, however, needs emancipation from the medieval fancies of theologians and logists? Spiritually, we are living in a prison house of thoughts and emotions, which during the course of centuries we have woven round ourselves. And be it further said to the shame of us—men of older generation—that we have failed to equip the younger generation for the economic, political and even religious crisis that the present age is likely to bring. The while community needs a complete overhauling of its present mentality in order that it may again become capable of feeling the urge of fresh desires and ideals. The Indian Muslim has long ceased to explore the depths of his own inner life. The result is that he has ceased to live in the full glow and colour of life, and is consequently in danger of an unmanly compromise with force, which he is made to think he cannot vanquish in open conflict. He who desires to change an unfavourable environment must undergo a complete transformation of his inner being. God changes not the condition of a people until they themselves take the initiative to change their condition by constantly illuminating the zone of their daily activity in the light of a definite ideal. Nothing can be achieved without a firm faith in the independence of one's own inner life. This faith alone keeps a people's eye fixed on their goal and save them from perpetual vacillation. The lesson that past experiences has brought to you must be taken to heart. Expect nothing from any side. Concentrate your whole ego on yourself alone and ripen your clay into real manhood if you wish to see your aspiration realized.

Questions:

- What is the chief characteristic of the modern political civilization?
- What are possibilities of our Faith, which can be of advantage to the world?
- What is the chief danger confronting the superb idealism of our Faith?
- Why is the Indian Muslim in danger of coming to an unmanly compromise with the Forces opposing him?
- What is necessary for an achievement?
- Explain the expressions as highlighted/under lined in the passage?
- Suggest an appropriate title to the passage?

Answers:

- Chief characteristic of the modern political civilization is that it considers man as an object to be exploited and not a being to be developed and cultivated.

8. Our faith recognizes the dignity of man and disciplines him to the service of God and potential of such man is that he can bring about a better change in the world wherein all are equal shorn of all social, racial, ethnic and economic discriminations.
9. The chief danger to confront the superb idealism of our faith are medieval fancies of theologians which have arrested our growth. It is time to get rid of them.
10. Indian Muslims are in danger of becoming victim to an unmanly compromise with the forces opposing him. He has ceased to explore the inner depths of his life which have robbed him of vigor's of life.
11. For an achievement it is necessary that a firm faith should be cultivated in the independence of our own inner life. It is necessary for an achievement to undergo a complete transformation of inner being. Because, nothing can be achieved unless one is free from the shackles of one's own prejudices.

12.

Expressions/Phrases	Meanings
• Acquisitive Economy	Capitalism which is characterized by concentration of wealth and unlimited right to own private property.
• Undisciplined individualism	unchecked individual freedom; unchecked license; unrestrained life
• Superb idealism	Supreme idealistic believes shorn of pragmatism required for essential changes happening in modern world.
• Unmanly compromise	a compromise causing self-disrespect
• Perpetual vacillation	highly instable, contact instability

13. Title: Indian Muslims and Possibilities of Religious Reforms.

CSS 1998

Q.2. Read the following passage and answer the question given at the end in your own words: (20)

Accumulated property treads the powers of thought in the dust; extinguishes the sparks of genius, and reduces the great mass of mankind to be immersed in sordid cares, beside depriving the rich, of the most salubrious and effectual motives to activity. If superfluity were banished, the necessity for the greater part of the manual industry of mankind would be superseded; and the rest, being amicably mankind would be supersede; and the vigorous members of the community, would be burdensome to none. Every man would have a frugal, yet wholesome diet; every man would go forth that moderate exercise of his corporal functions that give hilarity to the spirits; none would be made torpid with fatigue, but all would have leisure to cultivate the kindly and philanthropically affections of the soul, and to let loose his faculties in the search of intellectual improvements. What a contrast this scene present us with the present state of human society, where the peasant and the labourers work, till their understanding is benumbed with toil, their sinews contracted and made callous by being forever on the stretch and their bodies invaded with infirmities and surrendered to an untimely grave? What is the fruit of this disproportioned and unceasing toil? At evening they return to a family famished with hunger, exposed half-naked to the inclemencies of the sky, hardly few instances, where it is dispensed by the hands of ostentations charity, and the first lesson communicated is unprincipled servility. All this while their rich neighbour

How rapid and sublime would be the advances of intellect, if a man were admitted into the field of knowledge? At present ninety- nine persons in a hundred are no more excited to any regular exertions of general and curious thought, than the brutes themselves. What would be the state of public mind in a nation, where all were wise, all had laid aside the shackles of prejudice and implicit faith, all adopted with fearless confidence the suggestions of truth, and the lethargy of the soul was dismissed forever? Though the inequality of mind would in a certain degree be permanent; but it is reasonably to believe that the geniuses of such an age would far surpass the grandest exertions of Intel that are at present known. Genius would not be depressed with false wants and niggardly patronage. (William Godwin)

Questions:

1. Suggest an appropriate title for the passage?
2. What does the writer mean by the following expressions: Hilarity of spirit, corporal functions, torpid with fatigue, let loose faculties?
3. What according to the writer is the cause of the poor man's short life?
4. Does the writer favour charity for the poor? Support your answer with the writer's argument?
5. How does the writer compare the present day man with brutes?
6. The writer does not state why there will always be an inequality of mind among men. Suggest a reason from your own knowledge of human psychology?
7. What according to the writer would promote intellectual improvement?
8. Give another word with similar meaning for, callous; sinews; in clemencies, ostentations; benumbed; salubrious.

Answers:

1. Title: "DEMERITS OF CAPITALISM"

2.

Expressions	Meanings
• Hilarity of spirit	Lightness and pleasant feelings of spirit
• Corporal Functions	Bodily functions
• Torpid with fatigue	Lethargic owing to exhaustive work.
• Let loose faculties	Employ his intellectual faculties

3. The concentration of wealth has deprived the poor man of basic amenities of life and healthcare due to capitalistic fleecing of the public at large.
4. Yes, William Godwin supports charity to the poor as it would ensure frugal/ reasonable living for most of the public which would not only lightens the spirit of the poor but would also contribute into society through intellectual development.
5. The present day men do not involve themselves in regular exertions thus thoughtless men are equal to brutes.
6. No, author does not favour charity for the poor; he holds that as it creates servility of mind, ostentatious charity is misleading. Inadequate socialization and insentience create inequality of human mind.
7. According to William Godwin, if people are free from the thought of livelihood and enjoy healthy and leisure life, they can contribute to intellectual improvement.

Words	Similar meaning
• Callous	Indurate; thickened

• Sinews	Tendon
• Inclemencies	Hardness, severity
• Ostentatious	Pretentious
• Benumbed	Insensible, uninterested
• Salubrious	Healthy, wholesome

CSS 1997

Q.2. Read the following passage and answer the question given at the end in your own words: (20)

Do we realize the extent to which the modern world relies for its opinions on public utterances and the Press? Do we realize how completely we are all in the power of report? Any little lie or exaggerated sentiment uttered by one with a bee in his bonnet, with a principle, or an end to serve, can, if cleverly expressed and distributed, distort the views of thousands, sometimes of millions. Any willful suppression of truth for Party and personal ends can so falsify our vision of things as to plunge us into endless cruelties and follies. Honesty of thought and speech and written word is a jewel, and they who curb prejudice and seek honourably to know and speak the truth are the only true builders of a better life. But what a dull world if we can't chatter and write irresponsibly, can't slop over with hatred, or coiffed with the nightcap of silence; who in this age of cheap ink and oratory will submit to such a fate?

Report, I would almost say, now rules the world and holds the fate of man on the sayings of its many tongues if the good sense of mankind cannot somehow restrain utterance and cleanse report, Democracy, so highly vaunted, will not save us; and all the glib words of promise spoken might as well have lain unuttered in the throats of orators. We are always in peril under Democracy of taking the line of least resistance and immediate material profit. The gentleman, for instance, whoever he was, who first discovered that he would sell his papers better by undercutting the standards of his rivals, and, appealing to the lower tastes of the Public under the flag of that convenient expression "what the Public wants", made a most evil discovery. The Press is for the most part in the hands of men who know what is good and right. It can be a great agency for leveling up. But whether on the whole it is so or not, one continually hears doubted. There ought to be no room for doubt in any of our minds that the Press is on the side of the angels.

Questions:

- Suggest an appropriate title for the passage?
- Choose Five of the following words and give for each another word, or phrase, of similar meaning which might be used to replace the word in the passage:
Sentiment, Distort, Willful, Curb, Vaunted, Glib, Material, Agency
- Explain what is meant by any Three of the following phrases as used in the passage:
 - With a principle, or an end to serve
 - This age of cheap ink and oratory
 - Undercutting the standard
 - On the side of the angels

Answers:

- Title: "Falling Standards of Modern Press"
-

Word	Similar Meaning
Sentiment	Emotion
Distort	Concert, deform
Willful	Deliberate
Curb	Contain, reduce
Vaunted	Boasted, bragged
Glib	Superficial, plausible
Material	Stuff
Agency	Authority, Bureau

Expressions	Meanings
• With a principle, or an end to serve	The spirit of service either motivated by a principle/idea or by same vested interests/ ends
• This age of cheap ink and oratory	The era of intellectual vacuity
• Undercutting the standard	Sell cheaper than standard value/ or cheaper than rivals in competition
• On the side of the angels	On the hand of virtuous, on right side

CSS 1996

Q.2. Read the following passages and answers the questions given at the end in your own words: (20)

"In countless other places, companies locating overseas are causing environmental harm. Japan has come in for heavy criticism from environmentalists in Southeast Asia for allegedly locating extremely harmful processes abroad because they no longer can pass environmental muster at home. A Malaysian subsidiary of the Mitsubishi Kasei Corp. was forced by court order to close after years of protests by local residents that the plant's dumping of radioactive thorium was to blame for unusually high leukemia rates in the region. Several multinational Corporations operating in South Africa including local subsidiaries of the Bayer pharmaceuticals concern and a Duracell battery plant, have been implicated by local environmentalists in toxic catastrophes that they believe have caused cancer and other severe health problems among workers.

Despite the threats, international markets also help diffuse many environmentally helpful products around the world. Trade in pollution control technologies is on the rise, particularly as environmental laws are strengthened in developing countries. International trade also can put pressure on companies to match the environmental immolations of their international competitors, as in the US industry's response to Japan's advances in fuel efficiency.

Meanwhile, there are indications, that contrary to some people's expectations, being open to foreign investment can help prevent the creation of pollution havens, rather than cause them. Research by Nancy Birdsall and David Wheeler of the World Bank found the dirty industries developed faster in Latin American economies relatively inhospitable to foreign investment than in open ones. Another World Bank study looked at the rates at which 60 different countries adopted a cleaner pulping technology and concluded that the new technology made its way to nations open to foreign investment far more rapidly than to those closed to it.

The author of these studies suggest several possible explanations for such trends. For one, closed economies protect capital intensive, pollution intensive industries in situations where low cost labour otherwise would have been a draw to less polluting industries. Second, companies trying to sell their goods in industrial countries need to please the growing number of 'green consumers' there. Finally the equipment used by multinational tends on balance to be newer and cleaner than that employed by national industries.

Questions

1. Why is Japan under heavy criticism?
2. What did the court decree in Malaysia? and why?
3. What could be the role of international markets in controlling pollution?
4. What is a "pollution haven"?
5. What does the research by Nancy Birds all and David Wheeler say?
6. What does "the other study" by World Bank reveal?
7. Who is a "green consumer"?
8. How do you explain capital "intensive and pollution intensive"?
9. How can we save the local residents from the pollution hazards?

Answers:

1. Japan is under heavy criticism for carrying out harmful industrial processes outside her territory causing environmental degradation.
2. In Malaysia the court ordered Mitsubishi Kasei corp. to stop dumping radioactive elements as the same was causing higher incidence of leukemia in the region.
3. International trade can play a role in controlling pollution by means of promoting environment friendly products and through abiding by the environment-related laws willfully.
4. Pollution heave refers to the territories where dirty industries continue to flourish unabatedly.
5. Nancy Birds all and David Wheeler say, that the dirty industries are developed rapidly in the countries where foreign investment rate is considerably low as in Latin America.
6. The study by the World Bank reveals that the speed of introduction of pollution control technology is more rapid in the open economies as compared to closed economies.
7. "Green Consumers" refers to consumers who are more careful about environmental safety.
8. **Capital intensive:** An industry, business or process that needs a lot of money to start.
Pollution intensive: An industry that generates more pollutants but can be started with small capital.
9. The local residents can be saved from pollution by forcing the industrialists to take all precautionary measures to curb the pollution.

CSS 1995

Q.2. Read the passage and answer the questions that follow it. Use your own English as much as possible otherwise you will not score high marks: (20)

A political community may be viewed as a group of people living together under a common regime, with a common set of authorities to make important decisions for the group

as a whole. To the extent that the regime is legitimate, we would further specify that the people have internalised a common set of rules. Given the predominately achievement oriented norms which seem to be a necessary concomitant of industrial society, these rules must apply equally to the entire population or precisely those criteria (e.g. language) which are basis for blocking individual social mobility, can become the basis for cleavage which threatens the disintegration of the political community.

Among post-tribal multilingual populations where the masses are illiterate, generally unaware of national events, and have low expectations of social and economic mobility, the problem is largely irrelevant-even if such populations have a linguistically distinct elite group. In contrast, when the general population of a society is going through the early stages of social mobilization, language group conflicts seem particularly likely to occur; they may develop animosities which take on a life of their own and persist beyond the situation which gave rise to them. The degree to which this happens may be significantly affected by the type of policy which the government adopts during the transitional period.

The likelihood that linguistic division will lead to political conflict is particularly great when the language cleavages are linked with the presence of a dominant group which blocks the social mobility of members of a subordinate group, partly, at least, on the basis of language factors. Where a dominant group holds the positions of power at the head of the major bureaucracies in a modern society, and gives preference in recruitment to those who speak the dominant language, any submerged group has the options of assimilation, non-mobility or group resistance. If an individual is overwhelmed numerically or psychologically by the dominant language, if his group is proportionately too small to maintain a self-contained community within the society, assimilation usually occurs. In contrast, if one is part of a numerous or geographically concentrated minority group, assimilation is more difficult and is more likely to seem unreasonable. If the group is numerous and mobilized, political resistance is likely.

Questions:

1. A political community is identified as a group of people who have three things in common: What are they?
2. Why are the rules important?
3. Give another word or paraphrase for:
 - i. Cleavage;
 - ii. Disintegration.
4. In the second paragraph the authors distinguish between two types of society: What are they?
5. What problem is irrelevant to the first type?
6. What is likely to happen to the second?
7. When will language create political conflict?
8. What is assimilation and when does it occur?
9. When does group resistance occur?
10. Give the opposite of the term "dominant group" used in the text.

Answers:

1. The group of people who are identified as a political community have three things in common: first, an organized administrative system, second, a common set of decision making authorities and third, customs.
2. The rules give supremacy to a dominant group and provide basis for blocking individual social mobility.

3. (i) Split, division
(ii) Break into small parts
4. In the second paragraph, the authors tell about two kinds of societies the first belong to the very initial phases of human society and second belong to the early phases of modern civilization, in the former type masses are generally illiterate and have low economic mobility whereas the latter type has rapid social mobilization and an awakening of their rights and duties.
5. The language problem is irrelevant to the first type.
6. Language conflicts may likely to occur in the second type.
7. A language conflict occurs when a predominant group blocks the social mobility of subordinate group and prefers its own language in recruitment to the subordinate group.
8. Assimilation is the process whereby persons and groups acquire the culture of other groups in which they come to live by adopting its attitudes and values, its patterns of thinking and behaving. It occurs when a small community comes into contact with a large community.
9. If the subordinate group is in numerical minority and is deprived of its rights, it causes them to stand against the dominant group.
- Disenfranchised group; subordinate group;

CSS 1994

Q. 2. Read the following passage and answer the questions given at the end: (20)

"Piecing together the story of human evolution is no easy task. The anthropologist Richard Leakey has identified four key steps in our evolution from the earliest HAMINID to modern humans. First, the occurrence of BEPEDILISM between 10 and 4 million years ago. Then the evolution of Homo, with its large brain and capacity to make stone tools the earliest examples of which are 2.5 million years old. Next, the evolution of Homo erectus almost 2 million years ago, followed by its migration out of Africa into Eurasia. And finally the appearance of modern human less than 150000 years ago.

"Through the 10 million years of human evolution, the Earth's climate has changed considerably. During the period that Michael Sarrnthein of Kiel has called the "Golden era"-up to 3 million years ago-the world was much warmer than it is now. Then conditions started to deteriorate, and there was a gradual build-up of ice at the poles. Around 2.6 million years ago the climate became cyclical: ice ages characterized by huge ice sheets covering much of Northern America and Northern Europe were followed by INTERGLACIAL, when conditions were comparable to those we see today. Elizabeth Verbal of Yale University, one of most vigorous proponents of the idea of punctuated equilibrium, has shown that this change in the world's climate 2.6 million years ago had sudden and dramatic effects in Africa. A predominantly warm, and moist climate was transformed into one which was colder and more arid." (Mark Maslin).

Questions:

1. Give dictionary meanings of the underlined words.
2. How did the climate become cyclical?
3. Define the term "Golden era".
4. Describe the various stages in the development of the human species.

Answers:

Expressions	Meanings
• Hominid	Humans
• Bepedilism	Relating to two-footed animal
• Interglacial	Interlinks between various slow-moving mass of rivers of ice formed by accumulation of snow on high grounds.

2. The earth's climate has undergone a considerable change. About 3 million years ago, the climate on the earth was very hot. Then the world was much warmer than the present times. Suddenly the climate conditions began to change. The gradual build-up of ice started to take place at the poles. A result, around 2.6 million years ago, the climate became cyclical.
3. The term "Golden era" means the period up to 3 million years ago when the world was much warmer than it is presently.
4. There are four stages in the development of the human species as below:
 - i. Between 10 and 4 million years ago, when BIPEDILISM took place.
 - ii. 2.5 million years ago, when the evolution of HOMO (Man-"Homo-Sapiens") occurred. HOMO had then a large brain and capacity to make stone tools.
 - iii. About 2 million years ago when the evolution of Homo erectus took place.
 - iv. The period followed by two million years ago, when Homo began to migrate out of Africa into Eurasia.

CSS 1993

Q.2. Read the following passage and answer the questions given at the end in your own words without lifting sentences from the given text: (20)

Recently the mass media, formerly subservient to the medical profession, have become increasingly restive, and occasionally hostile. In Germany, in particular, the newspapers and television have given great deal of time and space to the complaints against the medical profession. In Britain on BBC radio and television, the medical practical have come under sharp and aggressive criticism.

Is this antagonism to the profession justified? And if so, why? I have tried to answer that question by looking at the way it deals with some of the diseases of our civilization, including the most lethal, heart attack and cancer. If what emerges is an indictment of the profession, then I would rebut the charge that I am anti-doctor. Montaigne said: "I honour physicians not for their services but for themselves". That goes for me too. (Brian Ingles)

Questions:

1. What do you understand by the mass media?
2. What is Brian Ingles stance towards the medical profession?
3. What is a lethal disease?
4. Is there a radical change in presentation of the art of healing by the mass media?

Answers:

1. Mass media means "the modern communication system" which include Newspapers (press) Television and Radio.

- The approach of Brian Ingles towards the medical profession is neither hostile nor restive. He tries to judge the complaints against the medical profession by observing the manner it deals with some of the most lethal diseases of our civilization, including heart attacks and cancer etc. He honours physicians. It is too unjustified to question a profession for the faulty attitude of a few engaged in the profession but the fact is also undeniable that the profession has not come up to the expectations of the people.
- A Lethal disease means "a disease designed to cause death" like heart attack and cancer.
- The media has been very critical of the medical profession. There appeared very sharp and aggressive criticism on the physicians. Formerly the Mass media was respectful to this profession. Recent critical attitude of the mass media may be defined as a radical change in the presentation of the art of healing.

CSS 1992

Q.2. Read the following passage carefully and answer the questions given at the end: (20)

"Moral self-control and external prohibition of harmful acts are not adequate methods of dealing with our anarchic instincts. The reason they are inadequate is that these instincts are capable of many disguises as the Devil medieval legend, and some of these disguises deceive even the elect. The only adequate method is to discover what are the needs of our instinctive nature, and then to search for the least harmful way of satisfying them. Since spontaneity is what is most thwarted by machines, the only thing that can be provided is opportunity, the use made of opportunity must be left to the initiative of the individual. No doubt, considerable expense would be involved but it would not be comparable to the war. Understanding of human nature must be the basis of any real improvement in human life. Science has done wonders in mastering the laws of the physical world, but our own nature is must less understood as yet, than the nature of stars and electrons. When science learns to understand human nature, it will be able to bring happiness into our lives with machines and the Physical science.

Questions:

- Why are moral self-control, and external prohibition inadequate to deal with our anarchic instincts?
- What is the adequate method of dealing with these instincts?
- What should be the basis of any real improvement in human life?
- How can science help humanity to achieve happiness?

Answers:

- Since our anarchic impulses are subject to many disguises, moral self-control and external prohibition are harmful acts that cannot achieve desired results. These are artificial impositions which serve no useful purpose.
- The adequate method of a dealing with our anarchic instincts is to find out the needs of our instinctive nature and then to devise ways and means to satisfy them in the best possible way. It will provide an opportunity for initiative to the individual to create a moral poise in his nature.
- The basis of any real improvement in human life lies in the proper understanding of human nature.

- Machines and the physical science can render help to humanity in achieving happiness provided it learns to understand human nature.

CSS 1991

Q.1 Read the following passage answer the questions given at the end as briefly as possible (1 to 2 lines each): (25)

Heads of government attending the London economic summit will have no excuses if they fail to curb the level of arms exports. A new definitive study by the International Monetary Fund, not generally known for its liberal views, makes it plain that high levels of arms spending in some developing countries have retarded social programmes, economic development projects and the private sector; the latter an issue with which the seven richest market economies can identify.

The IMF, however, pick out 10 consistent offenders among developing countries which spend more than 15 percent of their GDP on the military, they are: Israel, Angola, Oman, Yemen, Jordan, Saudi Arabia, Iraq, Syria, Egypt and Libya. Employing some unusually forceful language the Fund says: the levels of military expenditure certainly led to low growth and domestic economic hardship in some countries by diverting funds from social programmes, economic development projects and the private social sector.

The study poses a couple of other serious problems for the summit. It shows for instance, that military expenditure is very sensitive to financial constraints. Thus, if countries are on armaments.

Questions:

- What are the head of Government doing at the summit?
- What are the findings of the new study?
- How does military expenditure affect domestic economy of a country and in what ways?
- What is the relationship between spending and economic growth?
- How is military expenditure related to resources?

Answers:

- The heads of governments are devising the methods to curb arms export and working on the plans that can provide funds for social and economic development.
- The new study reveals that high level of arms spending are adversely affecting the projects aimed at socio-economic development and private sector growth.
- Military spending and economic growth are inversely related i.e. the more the military spending, the less the economic growth.
- There is direct relation between the two: The more the spending in the social sector, the greater the rate of economic growth.
- There is direct relation between military expenditure and resources i.e. with the increase in resources, military expenditures are also increased.

CSS 1990

Q.2. Read the following passage carefully and answer any four questions given at the end as briefly as possible:(20)

Mountbatten was taking his family to Simla to snatch a few days' rest. He had brought with him a copy of the Draft Plan for the transfer of power (which he had sent to London for

approval). Menon had come up and they were expecting Nehru for the week end. Mountbatten was delighted that Edwina (his wife) and Jawaharlal had taken to each other so much. It could only help his words and it seemed to do them both so much good.

Nehru himself had been fine inform, Merville and George Nicolis (principle Secretary to Viceroy and Deputy Personal Secretary to the Viceroy respectively) had shown some dismay at Viceroy's openness with the Indian leader but Mountbatten chose to ignore them.

Despite his continuing optimism for the Plan Menon's contention that it would not be well received by the Congress had given him more than usual pause for thought. After dinner on Saturday night, he invited Nehru in the Viceregal Lodge for a nightcap.

The Viceroy handed Nehru his drink, and then quite suddenly crossed the room to the safe and unlocked it, taking out the draft Plan, handed him the papers (giving free run his instinct whatever the result). Nehru took the draft Plan eagerly and sat down with it, immersing himself in it immediately. Mountbatten watched him..... the Indian had stopped reading the Plan, and was riffling angrily through the final pages. His face was drawn and pale. Mountbatten was shaken. He had never seen Nehru so furious.

Nehru made an effort to control himself. "I will try to summarise my thoughts and leave you a note of my objections. This much I can tell you now. Congress will never agree to Plan of India's fragmentation into a host of little states."

The following day, the Viceroy sat on the secluded rear terrace of Viceregal Lodge while V.P. Menon read over Nehru's Promised memorandum of objections.

Mr. Nehru only questioned certain sections of the Plan, said Menon.

Yes the key ones! snapped Mountbatten. Look we have to redraft and resubmit immediately, in the light of his comments.. Can you do it?

Very well Your Excellency, "said Menon.

I want it (the fresh draft) by six O'clock this evening.

Questions:

1. How did Lord Mountbatten view the relationship between his wife, Lady Edwina and Jawaharlal Nehru?
2. How did the officers on the staff of Lord Mountbatten view his close reactions to it?
3. Why did Lord Mount batten show the draft Plan to Nehru?
4. Did Lord Mountbatten show the Draft Plan to Quaid-e-Azam? If not, what will the showing of secret Draft Plan to Nehru alone will be called?
5. What motivated the drawing up of a fresh Plan for transfer of power?
6. Within what time was the fresh plan prepared and by whom?
7. Was the person who draw up the fresh plan, under orders of Mountbatten, a neutral and impartial person. Not connected with any Indian community?

Answer:

1. Lord Mountbatten viewed that his wife Edwina and Jawaharlal Nehru had developed mutual affinity.
2. The officers of the staff of Lord Mountbatten did not like the close relationship of Mountbatten with Nehru but Mountbatten ignored them.
3. Lord Mountbatten wanted to judge the intentions of Nehru and Congress, therefore, he showed the draft plan to Nehru.
4. Lord Mountbatten did not show the draft plan to Quaid-e-Azam as he was much inclined towards Congress and wanted not to annoy Nehru. Thus he showed the plan to Nehru before implement of it. This was the worst example of favouritism.

5. Nehru's indignation draft plan motivated Lord Mountbatten to draw a new plan favorable to Nehru.
6. Within twelve hours a new plan was prepared by Menon.
7. Menon drew up new plan. He was not a neutral person as he belonged to Hindu community. Thus he preferred Hindu interests to those of Muslims in drawing up new plan.

CSS 1989

Q.2. Read the following passage carefully and answer the questions given at the end: (20)

"TEACHING, more even than most other professions, has been transformed during the last hundred years from a small, highly skilled profession concerned, with a minority of the population, to a large and important branch of the public service, the profession has a great and honourable tradition, extending from the dawn of history until recent times, but any teacher in the modern world who allows himself to be inspired by the ideal of his function to teach what he thinks, but, to instill such beliefs and prejudices as are taught useful by his wisdom, to whose words men would do well to attend. In antiquity, teachers were not an organized profession, and no control was exercised over what they taught. It is true that they were often punished afterwards for their subversive doctrines. Socrates was put to death and Plato is said to have been thrown into prison, but such incidents did not interfere with the spread of their doctrines: Any man who has the genuine impulse of the teacher will be more anxious to survive in his books than in the flesh. A feeling of intellectual independence is essential to the proper fulfillment of the teacher's functions, since it is his business to instill what he can of knowledge and reasonableness into the process of forming public opinion.

In our more highly organized world we face a problem. Something called education is given to everybody, usually by the State. The teacher has thus become, in the vast majority of cases, a civil servant obliged to carry out the best of men who have not his learning, who have no experience of dealing with the young, and whose only attitude towards education is that of the propagandist."

Questions:

1. What change has occurred in the profession of teaching during the last hundred years?
2. What do you consider to be the basic functions of a teacher in the olden days?
3. What handicaps does modern teacher face as compared to the teachers in the olden days?

Answers:

1. During the last hundred years teaching profession has changed from a skilled tutors concerned with education of a minority to a large and important branch of the public service.
2. Basic functions of a teacher in older days were to instill independence of opinion and reasonableness and he used to live in his books than in the flesh.
3. In olden days teachers were free to teach whatever they think, however off and on they had to undergo some kind of humiliation or corporal punishment at the hands of state that sometimes included death sentence. But a modern teacher is a state servant. He has to instill such beliefs and prejudices as are thought pragmatic by the state. He has become less a teacher and more a propagandist.

CSS 1988

Q.2. Read the following passage and answer any two questions given at the end: (20)

Another intellectual defect of almost all teaching, except the highest grade of university tuition, is that it encourages docility and the belief that definite answers are known on questions which are legitimate matters of debate. I remember an occasion when a number of us were discussing which was the best of Shakespeare's plays. Most of us were concerned in advancing arguments for unconventional opinions but a clear young man, who from the elementary schools, had lately risen to the university, informed us, as a fact of which we were unaccountably ignorant, that Hamlet is the best of Shakespeare's plays. After this the subject was closed. Every clergyman in America knows why Rome fell; it was owing to the corruption of morals depicted by Juvenile and Petronius. The fact that morals became exemplary about two centuries before the fall of the western Empire is unknown or ignored. English children are taught one view of the French Revolution, French children are taught another, neither is true but in each case it would be highly imprudent to disagree with the teacher, and few felt any inclination to do so. Teacher ought to encourage intelligent disagreement on the part of their pupils, even urging them to read books have opinions opposed to that much education consists in the instilling of unfounded dogmas in place of spirit of inquiry. The result, not necessarily from any fault in the teacher, but from curriculum which demands too much apparent knowledge with a consequent need to haste and definitions.

Questions:

1. What is the main defect of teaching? Describe in your own words.
2. What are the causes of the instilling of unfounded dogmas in the mind of students?
3. Briefly describe the main points presented by the writer of this passage.

Answers:

1. The main defect of teaching is that it inculcates the doctrine that definite absolute answers on almost all questions are available and it also encourages docility and submission.
2. The main cause of instilling unfounded dogmas in the mind of students is nationalism. Nation has peculiar views about certain national incidents which are indoctrinated among the students on the name of national interests.
3. The main points presented by the writer of this passage are given as below:
 - i. The modern system of education is defective as it encourages docility.
 - ii. It develops the belief that by holding debate we can reach definite answers.
 - iii. Students are taught according to national interests.
 - iv. The education being imparted is dogmatic not rational.

CSS 1987

Q.2. Read the following passage carefully and answer the question given at the end:

There is a sense in which the aim of education must be the same in all societies. Two hundred years from now there will be no one alive in the world who is alive today. Yet the sum total of human skill and knowledge will probably not be less than is today. It will almost certainly be greater. And that this is so is due in large part of the educational process

by which we pass on to one generation what has been learned and achieved by previous generations. The continuity and growth of society is obviously dependent in this way upon education, both formal and informal. If each generation had to learn for itself what had been learned by its predecessor, no sort of intellectual or social development would be possible and present state of society would be little different from the society of the old stone age. But this basic aim of education is so general and so fundamental that it is hardly given conscious recognition as an educational purpose. It is rather to be classed as the most important social function, of education and is a matter of interest to the sociologist rather than to the educational theorist. Education does this job in any society and the specific way in which it does it will vary from one society to another. When we speak in ordinary way about the aims of education, we are interested rather in the specific goals set by the nature of society and the purpose of its members.

The educational system of any society is more or less elaborate social mechanism designed to bring about in the persons submitted to its certain skills and attitudes that are judged to be useful and desirable in the society.

Questions:

1. How is the continuity and growth of society dependent upon education?
2. In what way the aims of education are related with a society and its members?
3. What important does the writer give to the education system of a society?

Answers:

1. The growth of society is dependent upon education. Each generation pass on its skill and knowledge to the succeeding generation. This phenomena continues and causes the development of society through continued transmission of knowledge and skills by means of education.
2. The educational system of society is designed to inculcate in its members certain skills and values that it deems fit for them.
3. The writer gives vital importance to the education system of a society which brings change in the views and beliefs of its members. Development of the society depends upon the acquired skills which are transmitted from previous generations. It is the education that causes the continuous growth of the society.

CSS 1986

Q.2. Read the following passage carefully and answer any two questions given at the end in about 70 words each.

Biofeedback is a process that allows people with stress related illnesses such as high blood pressure to monitor and improve their health by learning to relax. In biofeedback, devices that monitor skin temperature are attached to a patient's arm, leg or forehead. Then the person tries to relax. As he or she relaxes completely, the temperature of the area under the device rises because more blood reaches the area. When a machine that is attached to the devices detects the rise in temperature a buzzer sounds, or the reading on a dial changes. As long as the patient is relaxed, the buzzer or dial gives encouragements.

The next part of the biofeedback process is learning how to relax without the monitoring devices. The patient recalls how he or she felt when the buzzer or dial indicated realization and then tries to imitate that feeling without having to check the biofeedback machine. After succeeding in doing so, the patient tries to maintain the relaxed feeling throughout the day. Stress may cause as much as 75 percent of all illness; therefore, biofeedback promises to be an outstanding medical tool.

Questions

1. What is biofeedback? Describe it in your own way?
2. Can learning to relax improve health? Explain your view point?
3. Why is biofeedback considered to be an instrument with great potential for the treatment of stress related illnesses?

Answers:

1. Biofeedback is a method which relieves the people from tension related maladies. In this method people learn the art of achieving relaxation. Patient temperature is monitored by different devices. In the process of relaxation the temperature of the body increases due to blood circulation. The next step of the biofeedback process is to learn how to relax without monitoring devices. A patient thus subsequently develops habit of relaxing himself.
2. Yes, learning to relax plays an important role in improving health. Stress stricken people become the victim of high blood pressure, and other tension related maladies. While relaxing the circulation of the blood increases temperature of body. But a decrease in the circulation of blood cause headache and increased tension. Stress causes illness but relaxation relieves us from illness.
3. Stress is said to have been the cause of as many as 75 percent of all diseases, therefore biofeedback can be an exceptional way of treating the stress – the very root-cause of a number of human diseases.

COMPREHENSION EXERCISES

COMPREHENSION EXERCISE 1

Q.2. Read the following passage carefully and answer any TWO of the questions given at the end: (20)

Whoever starts a new diary does it, it is wise, in secret, for if it be known to his friends, that he keeps a punctual record of his doings and theirs, they will treat him with a reticence that may embarrass. That is the first rule of diary keeping, but others, such as whether the diary should be regular, or irregular, are more disputable. It is, however, a fatal practice to attempt regularity in amount to aim, as some do, at style, or indeed, for any style at all. The advantage of the diary form is that it exempts its users from all ordinary rules, you may spell as you like, abbreviate, or wander into side tracks as and when it please you. Above all, you need preserve no sense of proportion or responsibility. A new hat may oust a new parliament, a new actress who amused you may without any complaints, sweep all the armies and potentates or Europe over you margin into nothingness and oblivion. Nobody's feelings have to be considered, no sense of a critical audience need force gaiety from odd of sadness or cast shadow on the spirits of puck.

Why then does not everyone keep a diary if it is so full of the delights of freedom and omnipotence? perhaps it is because we like to have an audience for what we say, and grow a little tired of entertaining our great grandchildren. Some aver that all diarists are vain, but it would appear, no the contrary, if they keep their secret and let none pry into their locked drawn, that they have an irrefutable claim to modesty. It is possible, of course, that they may be puffing themselves up, before the mirror of posterity, but that is such a remote and pardonable conceit particularly, if we remember that posterity is far more likely to mock than

to admire that other turns over the blank pages of this year and wonders that other fingers will them someday need ashamed of his diarist's dream. (CSS 1985)

Questions:

1. What are your own impression about diary keeping? Write a short paragraph of about 100 words.
2. State in your own words why the writer thinks that a diary should be kept in secret.
3. Explain the underlined portions.

COMPREHENSION EXERCISE 2

Q.2. Read the following passage carefully and answer any two of the Questions that follow in your own words: (20)

During the last few decades medicine has undoubtedly advanced by huge strides in consequence of innumerable discoveries and inventions. But have we actually become healthier as a result of this progress? Admittedly, tuberculosis or cholera is today a much rarer cause of death in many countries. On the other hand, various other no less dangerous diseases have appeared, which we term other "time diseases". They include not only certain impairments of the heart and circulatory system, of the skeletal structure and internal organs, but also an increased psychic instability, the addiction to all manner of drugs etc., and states of nervous shock and exhaustion.

According to Bodamer, "Man's hysterical and vain attempt to overtax and do violence to his nature in order to adjust it to the technical world leads to a dangerous threat to health." In other words, our organs can no longer cope with the noise, the bustle and all the inevitable concomitants of our modern civilization. A man's body is simply not a machine to be used as he thinks fit, and as long as he likes. It is something living, a part of the image of God in which we were created. That is why the body has a rhythm of its own, a rhythm that can make itself heard.

The most deep-seated of all the diseases of our time is that man no longer takes God into account, that he has lost confidence in God's dominion over the world, that he considers the visible as the ultimate, the only reality, but man without God suffers from his fate because he cannot accept it from the hand of God. He suffers from the world because he senses its disordered state without being able to put it right. He begins to suffer from his work because it exhausts him without satisfying him. He begins to suffer from his fellowmen because they are not his neighbours, to whom God would have him turn, but because he lets them get on his nerves and make him ill. And he suffers from himself. It is only because our time is no longer centered in God that its structure is increasingly becoming what critics of our civilization call "pathological" dominated by the fear of life as well as by the lust for life, ending in the spitting of personality. (CSS 1984)

Questions:

1. How does the expression "time diseased" indicate that these various ailments have something fundamental in common? Explain.
2. Why does modern man suffer from his time? It is not because he has not adapted his body sufficiently to the demands of the machine? It is not rather because he has surrendered his soul to time and its powers?
3. What cure would you suggest to combat these ills?
4. Explain the last sentence fully.

COMPREHENSION EXERCISE 3

Q.2. Read the following passage carefully and answer any two of the Questions that follow in your own words: (20)

"The third great defect of our civilization is that it does not know what to do with its knowledge. Science has given us powers fit for the gods, yet we use them like small children. For example, we do not know how to manage our machines. Machines were made to be man's servants; Yet he has grown so dependent on them that they are in fair way become to his masters. Already most men spend most of their lives looking after and waiting upon machine. And the machines are very stem masters. They must be fed with coal, and given petrol to drink, and oil to wash with and they must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky they refuse to do work, or burst with rage, and blow up and spread ruin and destruction all around them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule animals, and this bring me to the point at which I asked "What do we do with all-time which the machines have saved for us, and the new energy that they have given us?" On the whole, it must be admitted, we do very little. For or the most part we use or time and energy to make more and better machines, but more and better machines will only give us still more energy and what are we to do with them? The answer, I think, is that we should try to become more Civilized, or the machines themselves, and the power which the machines have given us, are not Civilization but aids to civilization. But you will remember that we agreed at the beginning that being civilized meant making and liking beautiful things, thinking freely, and living rightly and maintaining justice equally between man and man. Man has a better chance to do these things than he ever and before, he has for time, more energy, less to fear and less to fight against. If he will give us time and energy which his machines have won for him to more things to finding out more and more universe the universe to removing the causes of quarrels between nations to discovering how to prevent poverty then I think our civilization would undoubtedly be the greatest. As it would be the most lasting than there has ever been." (CSS 1983)

Questions:-

1. What is your concept of "Civilization"? Do you agree with the author's view on the subject?
2. Science has given us powers fit for gods. It is a curse or blessing?
3. The use of machines has brought us more leisure and energy. Are we utilizing it to improve the quality of human life?
4. Instead of making machines our servants author says they have become our masters in what sense has this come about?

COMPREHENSION EXERCISE 4

Q.2. Read the following passage and answer the questions that follow: (20)

After the situation has been carefully analysed and the possible outcomes have been evaluated as accurately as possible, decision can be made. This decision may include the alternative of not making decision on the alternative presented. After all the data can be brought to bear on a situation has been considered, some areas of uncertainty may be expected to remain. If a decision is to be made, these areas of uncertainty must be bridged

by the consideration and evaluation of intangibles. Some call the type of evaluation involved in the consideration of intangibles, intuition, other call it hunch on judgment. Whatever it be called, it is inescapable that this type of thinking must always be the final part in arriving at a decision about the future. There is no other way if action is to be taken. There appears to be a marked difference in people's abilities to come to sound conclusions, when some facts relative to a situation are missing, those who possess sound judgment, are richly rewarded. But as effective as intuition, hunch on judgment may sometimes be this type of thinking should be reserved for those areas where facts on which to base a decision, are missing. (CSS 1982)

Questions:-

1. How is it possible to come to a sound decision when facts are missing?
2. What part in your opinion, does decision making play in the efficient functioning of an organization?
3. Bring out the implications of the following observation: Traveller, there is no path; paths are made by walking.

COMPREHENSION EXERCISE 5

Q.2. Read the following passage and answer the questions that follow: (20)

Honesty is the surest way to success. The day at last comes when the dishonest man repents in sorrow and suffering. But no man ever needs to repent of having been honest. Even when the honest man fails through lacking other qualities such as energy, economy, or system, his failure is not the grievous thing it is to the dishonest man. He can always rejoice in the fact that he has never defrauded a fellow being. Even in his darkest hour, he finds repose in a clear conscience. Ignorant men imagine that dishonesty is a short-cut to prosperity. This is why they practice it. The dishonest man is morally short-sighted. He is like the drunkard who sees the immediate pleasure of his habit, but not the ultimate degradation. He sees the immediate effect of a dishonest act – a larger profit – but not its ultimate outcome. He does not see that an accumulated number of such acts must inevitably undermine his character, and ruin his business.

Questions:

1. Why do honest men even fail some times?
2. How does failure affect honest men?
3. Why is the dishonest man morally short sighted?
4. Why do some people practice dishonesty in their dealings?
5. What is the ultimate effect of following a dishonest policy?

COMPREHENSION EXERCISE 6

Q.2. Read the following passage and answer the questions that follow: (20)

In universities in the West a large part of teacher's time is spent on tutorial work. By a tutorial, we mean a regular weekly meeting of a teacher and a small group of students. A tutorial is not an occasion for a lecture by a teacher; nor is it an informal conversation piece. It is, in fact, an opportunity for a teacher to get to know his students. It is further a means to discover their potential abilities, stimulate them by discussion, test their responses to what they have read, and to give them individual advice on their studies. A tutorial should

student to clarify his mind by the exchange of ideas, and should send him back to his books with a new awareness and a new interest. It should encourage him to think for himself and give him practice in formulating and expressing opinions. The usual form is that the students read original essays in turn and these are discussed, analysed and evaluated by the group as a whole under the guidance of the teacher. A further advantage of the tutorial is that it enables the teacher to become intimately acquainted with his students, both as individuals and as scholars.

Questions:

1. What does the writer mean by a tutorial?
2. Why do the teachers spend a large part of their time on tutorial work?
3. What is the form of a tutorial?
4. What do the students gain by tutorial work?
5. Suggest a suitable title for the passage.

COMPREHENSION EXERCISE 7

Q.2. Read the following passage and answer the questions that follow: (20)

It is easy to make out a case for the view that opinion is omnipotent, and that all other forms of power are derived from it. Armies are useless unless the soldiers believe in the cause for which they are fighting. Law is impotent unless it is generally respected. Economic institutions depend upon respect for the law; consider, for example, what would happen to banking if the average citizen had no objection to forgery. Religious opinion has often proved itself more powerful than the state. If, in any country, a large majority were in favour of socialism, capitalism would become unworkable. On such grounds it might be said that opinion is the ultimate power in social affairs. But this would be only a half-truth since it ignores the forces which cause opinion. While it is true that opinion is an essential element in military force, it is equally true, that military force may generate opinion. It is traditional to regard opinion as due to mental causes, but this is only true of the service of some creed.

Questions:

1. Why does the writer believe that opinion is Omnipotent?
2. How does the writer show that opinion is the ultimate power in social affairs?
3. What is the secret of the power of armies?
4. What are the factors that generate opinion?
5. Suggest a suitable title for the passage.

COMPREHENSION EXERCISE 8

Q.2. Read the following passage and answer the questions that follow: (20)

The first thing necessary to the pleasure of reading is that when people are young they should acquire the habit of reading. This is becoming more and more difficult. Railways have altered people's habits by making them move about much more. But railways have this compensating advantage that, although they take people much away from home, a long journey affords a first rate opportunity for reading. They were, therefore, not an unmixed advantage. But now things are changing. The motor car is altogether unfavourable to reading. People consume more time in moving about than they did and they consume it

under conditions which even for people with good eyes, must make reading difficult, if not possible. The radio, with all its delights, is now being added as a distraction to divert people from time that might be given to the pleasure of reading. The cinematograph is another change in the same direction and flying is becoming more and more common. A further disadvantage to reading is the great disadvantage of picture papers, which are tending to divert people not only from reading but also from thought. All these things must make it more difficult for successive generations to acquire the habit of reading and, if that habit be acquired, to maintain it.

Questions:

1. When should the people acquire the habit of reading?
2. How is it difficult to acquire the habit of reading in the presence of modern inventions?
3. What is the disadvantage of picture papers?
4. What does the writer mean by "the compensating advantage of Railways"?
5. Suggest a suitable title for the passage.

COMPREHENSION EXERCISE 9

Q.2. Read the following passage and answer the questions that follow: (20)

Above all else, I would like to stress our unity as a party. This was undoubtedly the biggest single factor in the final result, for the ascent of Everest, perhaps more than more human ventures, for the demanded a very high degree of selfless co-operation; no amount of equipment or food could have compensated for any weakness in this respect. It would be difficult to find a more close-knit team than ours. It is a remarkable fact that throughout the whole four months that we were together, often in trying circumstances, I never heard an impatient or angry word passed between any member of the party. This made my own task easier, and most particularly when the time came to decide on the individual tasks to be undertaken during the period leading up to and during the Assault. It could not must have been disappointment, made greater by their fitness to go high. But everyone rightly believed that he had a vital part to play in getting at least two members of the team to the top and it was finding or preparing the route up the Lhoste Face, leading Sherpas to the South Col with Assault stores, carrying heavy loads to establish the final camp, or the less conspicuous tasks of maintaining our communications with Base Camp, supervising the catering and other work at Advance Base. All these things were done without complaint and they were done well. In this, and in the work of our sherpas, lies the immediate secret of our success.

Questions:

1. What was the biggest factor in the success attempt at climbing Everest?
2. What were the tasks of the members of the party to enable at least two members of the party to reach the top?
3. What were the immediate secret of the success of this attempt at climbing Everest?
4. What made the task of the writer easier?
5. Suggest a suitable title for the passage.

COMPREHENSION EXERCISE 10

Q.2. Read the following passage and answer the questions that follow: (20)

"Religion is the opium of the people" is an oft-quoted saying of Karl Marx. The function of opium as is well-known is sedative. It assuages pain, lessens irritation and

intoxicates. Thus what Marx apparently meant when he described religion as "opium" was that religion eased physical and mental sufferings of this life by promising greater prosperity and happiness in the next world. He claimed that religion helps in soothing the irritation which inevitably exists between the opposing classes: it teaches the poor the blessings of endures the greatest support to the existing economic order with its cardinal feature, the exploitation of masses. In this view of history there can obviously be no place for a Transcendental Being. This was also supposed to be a scientific view of the nature of man. His social, political and even moral life was said to be governed by the manner in which things were produced at a certain point of history rather than by Faith in God or by religious idealism. Evidently, by a religion Marx meant Christianity; perhaps he could not find time to study Islam.

Questions:

1. What is the function of opium?
2. What does Marx mean when he says that "religion is the opium of the people"?
3. What according to Marx, is the scientific view of the nature of man?
4. What does the writer suggest when he says "perhaps he could not find time to study Islam"?
5. Suggest a suitable title for the passage.

GRAMMAR AND VOCABULARY

❖ CSS Goal/Requirement of New/Revised Syllabus

Grammar and Vocabulary (20 marks)

Correct usage of Tense, Articles, Prepositions, Conjunctions, Punctuation, Phrasal Verbs, Synonyms and Antonyms etc.

REVISED SYLLABI FOR CSS COMPETITIVE EXAMINATION, CE-2016 [Updated by FEDERAL PUBLIC SERVICE COMMISSION (FPSC) on: 7th July, 2015]

❖ CHAPTER OUTLINE:

➤ Part I: Grammar

❖ PARTS OF SPEECH/WORD CLASSES

1. Nouns
2. Pronouns
3. Adjectives
4. Adverbs
5. Interjections
6. Conjunctions
7. Prepositions
8. Articles
9. Verbs & Correct use of Tense

❖ PUNCTUATION

❖ PHRASAL VERBS

➤ Part II: Vocabulary

1. GRE Master Word List (3500 Words) with Urdu Translation
2. 50 GRE Test (750) MCQs Exercises
3. Additional GRE Based Antonyms Exercises
4. Vocabulary/Synonyms & Antonyms Questions Asked in Previous CSS Papers (2013-1983)

GRAMMAR & VOCABULARY

Note: Following short forms have been used in this chapter.

Subject	S	فاعل ---- (کام کرنا والا)
Object	O	مفعول ---- (جس پر کام ہو)
Verb	V	فعل ---- (کام)
First Form of Verb (infinitive)	V1	فعل کی پہلی فارم
Past Tense (2 nd Form)	V2	فعل کی دوسری فارم
Past Participle (3 rd Form)	V3	فعل کی تیسری فارم
Somebody	sb	کوئی شخص
Someone	sn	کوئی شخص
Something	sth	کوئی چیز

PART I: GRAMMAR

PARTS OF SPEECH/WORD CLASSES

Words are divided into different kinds or classes according to their function in the composition. These different kinds of words are called Parts of Speech. The Parts of Speech are Nine in number:

- | | |
|----------------|-----------------|
| 1. Nouns | 2. Pronouns |
| 3. Adjectives | 4. Verbs |
| 5. Adverbs | 6. Preposition |
| 7. Conjunction | 8. Interjection |
| 9. Articles | |

Note: Some grammarians consider "article" as the 9th part of speech, in fact, "article" is an adjective. In modern grammar it is called "determiner".

Each word in a sentence belongs to one of the Nine Parts of Speech according to the work it is doing in that sentence. The nine parts of speech are briefly defined as follows:

1. Nouns: (Naming words) (اسم)

They stand for the names of people, places, animals and things. The word noun means name:

Ahmad lives in *Lahore*.

He has two *cows*.

He is fond of reading *books*.

2. Pronouns (اسم ضمیر)

Words used instead of nouns to avoid tiresome repetition: instead of using the word *man* in a composition we often write *he*, *him*, and *himself*. In place of the word *woman*, we write *she*, *her* or *herself*. For both the nouns *men* and *women* we use *they*, *them*, *themselves*.

Some of the most common pronouns are:

Singular: I, he, she, it, me, him, her,
Plural: We, they, our, us, them.

3. Adjective (defining words, اسم صفت)

An Adjective is a word that qualifies or tells more about a noun or pronoun. Consider the following three sentences:

- This is a *book*.
(there is nothing more to tell about the book)
- This is a *good* book.
(the word 'good' tells us more about the book)
So the word *good* is an Adjective.
- She is very *kind*, (kind qualifies the pronoun *she*)

4. Verbs: (saying words) (فعل)

They are used for *saying* something about persons or things. The verb is concerned with *doing* or *being*:

A hare *runs* very fast

Aslam *is* a good student.

In Urdu verbs generally end in *تا*, as (کھاتا, پیتا etc.)

Notice the italicised words expressing action i.e. the

- We *pull* and *haul* and *push* and *lift* and *drive*.
- We *can print*, *plough*, *weave*, *heat* and *light*.
- We *can run* and *jump* and *swim* and *fly* and *dive*.
- We *can see*, *hear* and *count* and *read* and *write*.

Note: each of the above-machines say something about what the machine can do.

5. Adverbs: (describing words) (فعل شن)

Describing words that modify the meaning of a verb, adjectives and other adverbs: Slowly and sadly we laid him down. The adverbs *slowly* and *sadly* modify the verb *laid* by telling how he was laid.

They chatted pleasantly (modifies *chatted*).

The heavy tortoise ran slowly (modifies *ran*).

She went along smoothly and gracefully (modifies *went*).

It is very large house.

He is too weak to walk.

He walks very slowly

He ran too fast.

6. Prepositions: (حروف جار)

Words placed before a noun or pronoun to show how the person or thing denoted stands in relation to some other person or thing as:

A House *on* a hill.

The word *on* is the preposition. It shows the relation between a *house* and a *hill*. The noun or pronoun that follows the preposition is called its *object*.

7. Conjunctions: (Joining words) (حروف عطف)

They join words or sentences.

Akram *and* Aslam are good players.

Akram went home *but* Aslam remained behind.

8. Interjections (حروف انکسار)

Words not connected with other parts of a sentence. They are thrown into a sentence to express some feeling of the mind:

Alas! My son has failed.

9. Articles

The Demonstrative Adjectives *a*, *an*, *the* are called Articles. They are often treated as a separate part of speech or class of word (Structural Words). However, some grammarians consider it ninth part of speech.

There are two kinds of Article:

Indefinite Articles:

A and *An* are called the Indefinite Articles because they do not refer to a definite or particular person or thing. Their function is not to define, but to generalize. They are the weakened forms of the numeral one.

A is used before a word beginning with a consonant or consonant sound (a book, a woman, a university, a union).

An is used before a word beginning with a vowel or vowel sound (an egg, and hour, an enemy, an hour, an honest man, an M.A.)

Definite Article:

The is called the Definite Article because it points out some particular person or thing (the teacher --- we already know the man).

Now we describe these parts of speech/word classes in details.

1. NOUN

A Noun is a word used for giving a name to some person, place, thing or idea.

Examples:

Person:	Khalid
Place:	Rahimyar Khan
Thing:	Table
Idea:	Beauty

THE KINDS OF NOUNS

There are five different kinds of nouns:

1. Proper Noun	2. Common Noun
3. Collective Noun	4. Material Noun
5. Abstract Noun	

1. Proper Noun:

A Proper Noun is a noun that denotes one particular person or thing as distinct from every other. They start with a capital letter.

Examples:

- Khalid (Person)
- Rahimyar Khan (City)
- Pakistan (Country)

2. Common Noun:

A Common Noun is a noun that denotes a general or common person or a thing.

Examples:

- Man (any man)
- City (any city)
- Country (any country)
- Table (any table)
- Book (any book)

➤ According to Richard Palmer: "A common noun is the name common to all members of or items in the class named by the noun."

3. Collective Noun

A Collective Noun is a noun that denotes a group, collection or multitude of similar things considered as one complete whole.

Examples:

- Army, Jury
- Flock, Police
- Class
- Party

4. Material Noun

A Material Noun is a noun that denotes the matter or substance of which things are made.

Examples:

- Water
- Milk
- Silver
- Gold

- Cotton
- Wheat

5. Abstract Noun

An Abstract Noun is a noun that denotes some quality, state, or action.

Quality: Cleverness, height, colour,

State: Poverty, Manhood, Youth,

Action: Laughter, Movement, Revenge,

➤ According to Richard Palmer: "Abstract nouns name qualities, feelings, notions—anything strictly non-physical."

THE CASES OF NOUN

"Case" is that form of a noun or pronoun which shows its relation to other words in the sentence.

There are four cases of a noun in English:

1. Nominative Case:

It is the case of a noun (or pronoun) when it functions as the subject of a verb. It is also called *Subjective Case*.

For example:

Khalid is a good doctor.

(Khalid — in nominative case)

Sumera always arrives in time.

(Sumera — in nominative case)

They destroyed the evidence.

(They — in nominative case)

2. Accusative Case: It is the case of a noun (or pronoun) when it denotes the object of a verb, or when it is governed by a preposition.

For Example:

I saw her this evening.

(her — in accusative case)

I was invited by them.

(them — in accusative case)

He can help Khalid.

(Khalid — in accusative case)

There is book on the table.

(table — object to preposition)

Note: Nouns in English have the same form for Nominative and Accusative Cases.

For Example:

Shiza broke the window.

(window — object)

The window was broken.

(window — subject)

3. Possessive Case: It is the case of a noun or pronoun when it denotes that something belongs to a person or thing (use of 's').

For Example:

This is Khalid car.

(Khalid — in possessive case)

A mother's love.

(mother's — in possessive case)

She trod on the cat's tail.

(cat's — in possessive case)

At death's door

(death's — in possessive case)

4. Vocative Case: It is the case that is used when addressing a person or thing.

For Example:

Now, sir, what is your problem?

(sir — in vocative case)

Mam, where are my books?

(mam — in vocative case)

Come on, girls.

(girls — in vocative case)

2. PRONOUN

A pronoun is a word that we use for a noun. The noun that is replaced by a pronoun is called its antecedent.

Note: Every pronoun must have a definite Antecedent—that is, it must be clear which noun the pronoun refers back to.)

Examples:

- a. Shahid says that he has finished the work.
(he is pronoun used for the noun 'Shahid'. 'Shahid' is the antecedent of 'he'.)
- b. The children are reading the books they bought yesterday.
(they — pronoun used for the noun "children" children — antecedent of "they")

THE KINDS OF PRONOUNS

There are seven kinds of pronouns.

1. **Personal:** a word that stands for a person (I, we, you, he, she, they)
2. **Demonstrative:** a word that points to things, a particular object or concept (this, these, that, those)
3. **Relative:** a word that relates the idea back to some noun (which, who, whom)
4. **Interrogative:** a word that introduces a question (what, who, whom, which)
5. **Reflexive:** a word that refers to the reflection (turning back) of action upon the subject (myself, ourselves, yourself, himself, herself, themselves)
6. **Distributive:** a word that refers to persons or things, one at a time (each, either, neither)
7. **Indefinite Pronoun:** a word that refers to a person (or persons) or a thing (or things) in a general way (all, somebody, nobody, one)

For a working knowledge of pronouns, we must remember four. They are as follows:

PERSONAL PRONOUNS

Personal Pronouns are words that stand for a person. A personal pronoun can stand for three persons:

- a. **First person** (speaking person —)
I, we, me, us, my, our
- b. **Second person** (person spoken to —)
you, your
- c. **Third person** (person spoken of —)
he, she, it, him, they, his, her, them, their, its.

Personal Pronouns used as Subject or Object:

Subject Forms (used before a verb)	Object Forms (used after a verb)
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Example:

He helps me. (he — subject form; me — object form)
They gave her a pen. (they — subject form; her — object form)

POSSESSIVE PRONOUNS

Possessive pronouns show ownership of a person. They fall into two sets: one called Possessive Pronouns, the other called Possessive Adjectives. The difference lies in their use:

First Set: (also called Possessive Adjectives) (used before a noun)	Second Set: (also called Possessive Pronouns) (used after a noun or without a noun)
My	mine
Your	yours
His	his
Her	hers
Our	ours
Your	yours
Their	theirs
Its	its

This is my book; that is yours.

(my—used before the noun 'book';)

yours—used after the noun 'book')

This is my book. (possessive adjective)

This book is mine. (possessive pronoun)

That is yours. (possessive pronoun)

This is your shirt. (possessive adjective)

This shirt is yours. (possessive pronoun)

This house is theirs. (possessive pronoun)

REFLEXIVE PRONOUNS

Reflexive pronouns refer to the 'self' of a person: something done by the person himself. They are used for the sake of emphasis; they are also used with certain verbs.

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	themselves
itself	itself

Difference Between Reflexive and Emphatic Pronouns:

Both Reflexive and Emphatic Pronouns are called Compound Personal Pronouns (self-form of pronouns). But they are used for different purposes:

- a. They are called Reflexive Pronouns when the action done by the subject turns back (reflect) upon the subject. In such cases, these pronouns are the objects of the verb:
 - He will soon ruin himself.
 - They degraded themselves.

- b. They are called Emphatic Pronouns when they are used for the sake of emphasis. In such cases, the emphasis is on the subject.
- He will do it himself.
 - You yourself are responsible for this.

Examples:

- | | |
|---|----------------------|
| i. I hurt <u>myself</u> . | (simple reflexive) |
| ii. You will hurt <u>yourselves</u> . | (simple reflexive) |
| iii. He <u>himself</u> came to see me. | (emphatic reflexive) |
| iv. I will compose the book <u>myself</u> . | (emphatic reflexive) |
| v. They <u>themselves</u> admitted their guilt. | (emphatic reflexive) |

RELATIVE PRONOUNS

A relative pronoun relates the idea back to some noun. For Example:

The man who is honest is trusted.

The word 'who' relates the idea back to the noun 'man'. So 'who' is a relative pronoun. Important relative pronouns are these:

Who (کس)	Whose (کس کا)	Whom (کو کس)
Which (کس)	Whose (کس کا)	Whom (کو کس)
That (کس)	That (کس کا)	That (کو کس)
What (جو کچھ)		

عام طور پر اشخاص کے لیے استعمال ہوتا ہے۔ کبھی کبھی بڑے جانوروں کے لیے بھی استعمال کرتے ہیں۔ مثلاً

The man who is honest, is trusted.

They never fail who die in a great cause.

There lived a lion who was very old.

Whose ملکیت ظاہر کرنے کے لیے جاندار اور غیر جاندار دونوں کیلئے استعمال ہوتا ہے۔

He is the man whose name we do not know.

This is the question whose solution is not known to anybody.

Which غیر جاندار چیزوں اور جانوروں کے لیے استعمال ہوگا۔

The moment which is lost is lost forever.

The horse which I recently bought is a Turk.

That چیزوں اور اشخاص دونوں کے لیے استعمال ہو سکتا ہے۔ عام طور پر خیالات و تصورات کے لیے استعمال کریں۔

I know the house that he lives in.

My sister that is in Lahore sent me a present.

The idea that you expressed is very impressive.

چند مقامات پر who یا which کے بجائے that استعمال کو ترجیح دینی چاہیے۔

- a. After the third degree of Adjective:

This is the best that we can do.

- b. After the words: only, nothing, same, all

All is not gold that glitters.

He is the same man that he has seen.

It is not for nothing that he studied English.

Man is the only animal that can talk.

- c. After interrogative Pronouns:

Who am I that I should object?

What is it that troubles you so much?

Relative Pronoun جہاں تک ہو سکے اپنے ماقبل کے تجربے کریں ہونا چاہیے۔ بصورت دیگر بعض اوقات معنی میں فرق پڑ جاتا ہے۔

a. I saw a boy who was blind. (the boy was blind)

b. I saw a boy with an old man who was blind. (the old man was blind)

3. ADJECTIVE

An Adjective is a word that qualifies or tells more about a noun or pronoun. Consider the following three sentences:

- a. This is a book.
(there is nothing more to tell about the book)
- b. This is a good book.
(the word 'good' tells us more about the book)
So the word good is an Adjective.
- c. She is very kind. (kind qualifies the pronoun she)

THE KINDS OF ADJECTIVES

There are eight kinds of Adjectives:

1. Proper Adjectives	2. Adjectives of Quality
3. Adjectives of Quantity	4. Adjectives of Number
5. Demonstrative Adjectives	6. Distributive Adjectives
7. Interrogative Adjectives	8. Possessive Adjectives

1. Proper Adjectives

These are adjectives that describe a thing by some Proper Noun.

- The English Language = The language of England.
- The Pakistani City = A city of Pakistan.

2. Adjectives of Quality

These are adjectives that show of what sort or in what state a thing is.

- A brave boy; a pretty girl; hot water;
- A black horse; a large field.

3. Adjectives of Quantity:

These are adjectives that show how much of a thing is meant.

Much, little, no, some, any, enough, sufficient, all, whole, half.

4.

Adjectives of Number:

These are adjectives that show how many things there are, or in what numerical order any of them stands.

One two three ten thirteen twenty
First second third tenth thirteenth twentieth

5. Demonstrative Adjectives:

These are adjectives that show which or what thing is meant.

This, That, These, Those.

6. Distributive Adjective:

These are adjectives that show that things are taken separately or in separate lots.

Every, each, either, neither,

7. Interrogative Adjectives:

These are adjectives that are used with nouns to ask questions.

What, which, whose.

- What book is this? (what + book)
- Which way will you go? (which + way)
- Whose pen is this? (whose + pen)

8. Possessive Adjectives:

These are adjectives that are used with Nouns to show the possession

My, our, your, her, his, their, its.

My book, Your houseful.

- Appears before its noun, and is called attributive adjectives;

This *large* house belongs to me.

- A possessive adjective appears in the predicate of the sentence, after the verbs like "be", "look", "seem" or "appear", and is called predicative adjective.

This house *is large*.

You *look sad*.

THE POSITION USAGE OF ADJECTIVES

Adjectives are used as nouns in the plural sense when they are preceded by the:

The blind receive their sight, the lame walk; The dumb speak; the dead are raised up; The rich should help the poor.

The following parts of speech are often used as adjectives:

- Noun:** A river fish, a gold bangle, a cotton dress, a village teacher, a silver chain, a school boy, a wall map.
- Pronouns:** My book, your book, his slate, then cows, our school.
- Participles:** A fading flower, an interesting story, a fallen tree, a retired soldier.

An adjective usually takes one of the two positions.

1. Attributive Adjectives:

Some adjectives can be used *before a noun*. These are called attributive adjectives.

Attributive adjectives attribute a quality to what is denoted by the noun they modify: *pleasant company, pleasant dreams*.

Examples:

(Attributive adjective) + (noun)

He is a careless boy.
She is an old lady.
This is a large house.

Some adjectives are attributive only: they can be used only before a noun. It would be wrong to use them without a noun or after the noun. For example:

utter (complete), sheer (full), sole (only), very (the same), atomic, criminal, late

- That's *utter* nonsense.
- The function was a *sheer* delight.
- I am the *sole* owner of this house.
- This is the *very* man who snatched my purse.

2. Predicative Adjectives:

Some adjectives can be used after a verb. These are called predicative adjectives. Predicative adjectives are part of the predicate, linked to the subject by verbs like *is, seem*.

Examples:

(verb) + (predicative adjective)

The house is large.
The girl is beautiful.
The company was pleasant.
Your dreams seem pleasant.

Some adjectives cannot be used before a noun. They are always predicative and can be used after the verbs like: *is, are, am, was, were, seem, look, feel*.

Examples:

Incorrect	Correct
an afloat ship	a floating ship
an afraid person	a frightened person
an alight house	a burning house
an alone man	a lonely man
an asleep baby	a sleeping baby
an alive nation	a live nation

**COMPARISON OF ADJECTIVES
(Degrees of Adjectives)**

There are three degrees of comparison of Adjectives:

- The Positive Degree (simple quality— tall)
- The Comparative Degree (quality + er— taller)
- The Superlative Degree (quality + est — tallest)

1. The Positive Degree:

The positive degree of an Adjective shows the simple quality of an object without reference to any other. For example,

He is a *tall* boy. ("*tall*" expresses a quality in a simple form)

2. The Comparative Degree:

The comparative degree of an Adjective shows a higher degree of the quality, and is used when two objects of the same kind or class are compared together. For example,

He is *taller* than his brother, (one person compared with another)

3. The Superlative Degree:

The superlative degree of an Adjective shows the highest degree of the quality, and is used when one object is compared with all other things of the same class.

He is the *tallest* of all his brothers. (one compared with all)

HOW TO FORM**Comparative & Superlative Degrees**

Generally, comparatives are formed using -er, and superlatives are formed using -est. How these forms are created depends on how many syllables (sound units) are in the adjective. For instance, "sing" contains one syllable, but "singing" contains two— *sing* and *ing*. The following rules will show you the ways how to form regular comparatives and superlatives.

Positive Degree	Comparative Degree	Superlative Degree
Only one syllable, ending in 'e' wide, fine, cute	Add -r. wider, finer, cuter	add -st widest, finest, cutest
Only one syllable, with one vowel, and one consonant at the end: hot, big, fat	Double the consonant, and add -er: hotter, bigger, fatter	Double the consonant, and add -est: hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant at the end: light, neat, fast	Add -er lighter, neater, faster	Add -est lightest, neatest, fastest
Two syllables, ending in 'y': happy, silly, lonely	Change 'y' to 'i', then add -er: happier, sillier, lonelier	Change y to i, then add -est: happiest, silliest, loneliest
Two syllables or more, not ending in 'y': modern, interesting, beautiful	Use 'more' before the adjective: more modern, more interesting, more beautiful	Use 'most' before the adjective: Most modern, most interesting, most beautiful

Adjectives with Irregular Degrees

Positive	Comparative	Superlative
bad, ill, evil	Worse	worst
far	Farther	farthest
fore	Former	foremost
good, well	Better	best
in	Inner	innermost
late	later, latter	latest, last
little, few	Less	least
many, much	More	most
Old	older, elder	oldest, eldest
Out	Outer	outermost

USE OF SAME IMPORTANT ADJECTIVES

1. All, Whole:

All denotes number and whole, quantity:
He ate all the apples.

He drank the whole milk.

Whole also means complete or entire:

He has read the whole book.

The whole class was fined.

2. Many, Much:

Many refers to number, much to quantity:

There are many men in the garden.

There is much milk in the jug.

3. Any, Some:

Some is used in affirmative, and any in negative and interrogative sentences:

He gave me some money.

He gave me some mangoes.

He did not give me any money.

Have you any money?

4. Fewer, Less:

Fewer denotes a number; less refers to quantity.

No fewer than fifty men were killed in the explosion.

We do not sell less than ten seers of milk.

5. Later, Latter:

Later refers to time; latter denotes position:--

You reached later than your brother.

Aslam and Akram are two brothers, but the latter is more intelligent than the former.

6. Farther, Further:

Farther means more distant; further means additional:

Karachi is farther from Lahore than Multan.

This work must be finished without further delay.

7. Elder, Older:

Elder is used for persons only and chiefly in connection with members of the same family;

older is used for both persons and things:

Abdullah is my elder brother.

Abdullah is older than Ahmad.

This building is older than that.

8. Latest, Last:

Latest refers to time; last denotes position:

What is the latest news to-day?

The last story was very interesting.

9. Nearest, Next:

Nearest denotes distance; next denotes position:

Post this letter in the nearest post office.

My friend lives in the next house.

10. A little, Little, The little:

11. A few, Few, The few:

I have a little money (some).

I have little money (hardly any).

I have spent the little money I had (not much but all of that).

I have a few friends in the town (some).

I have few friends here (hardly any).

He lost the few friends he had (not many, but all of them).

SOME IMPORTANT POINTS ABOUT THE USE OF ADJECTIVES

- Some adjectives are non-gradable; they have no degrees: (no gradability). For example: black, white; certain; circular, round; correct, incorrect; dead, alive; digital, domestic; impossible, possible; incorrect, correct; right, wrong; unique; whole
- The comparative degree of an Adjective is followed by "than":
Anza is wiser than Shiza.

But when selection of one out of the two things is meant, we use "of" in place of "than".
Anza is the wiser of the two.

3. Latin Comparatives are followed by "to":

He is **senior** to me.
I am **junior** to him.
This cloth is **superior** to that.
That cloth is **inferior** to this.

4. One thing can be compared to all by using comparative degree if we use "than any other":

Lahore is **more beautiful than any other** cities in the Punjab.

5. Only things of the same kind can be compared.

The climate of Rahimyar Khan is hotter than Lahore.
(incorrect-climate cannot be compared with a town.)
The climate of Rahimyar Khan is hotter than that of Lahore.
(correct-- that=climate)

4. ADVERB

An Adverb is a word used for qualifying the meaning of a verb, an adjective or another adverb

- The old man **walks slowly**.
(Adverb "slowly" qualifies the verb "walk")
- He is **very slow** in learning.
(Adverb "very" qualifies the adjective "slow")
- The old man walks **very slowly**.
(Adverb "very" qualifies another adverb "slowly")

Two Characteristic Endings:

Adverbs have two characteristic endings that help us identify them.

- Adverbs like adjectives can be compared using the endings **-er** and **-est**, or the words **more** and **most**.

Examples:

These men worked **hard**.

The men worked **harder** today.

The men worked **hardest** on Sunday.

(Note: Adjectives will make comparisons about Nouns, while adverbs will make comparisons about verbs, adjectives and other adverbs.)

- Adverbs often end in **-ly**.

Examples:

He worked **rapidly**, ate **hungrily**, and slept **soundly**.

(Warning: Not all words that end in **-ly** are adverbs. Some are adjectives, we should check their function).

Example: He is a **friendly** man.

(Friendly is an adjective; it tells what kind of man (noun).)

THE KINDS OF ADVERBS

Adverbs are of three major kinds:

1. Simple Adverbs:

They are used merely to qualify the meaning of a word to which they are attached.

He came **quickly**.
Do it **well**.

Sub-Classes:

The Simple Adverbs may be divided into the following sub-classes according to their meaning and functions:

- Adverbs of Manner:** These give us information how the verb is performed. For example:

slowly, quickly, badly, fast (most adverbs belong to this class).

He did his work **slowly**. (How?— slowly)

- Adverbs of Place:** These give us information where the verb is performed. For example:

above, away, there, down, around.

He must rest **here**. (where?— here)

- Adverbs of Time:** These give us information when the verb is performed. For example:

ago, before, soon, often, seldom, today.

She will come to see us **today**. (When? -- today)

- Adverbs of Quantity or Degree:** These give us information about amount or proportion, answering the implicit Question "how much?" For example:

very, nearly, enough.

They were **very** annoyed. (How much?— very)

- Adverbs of Number (Adverbs of Frequency):** These give us information about how often a verb is performed. For example:

once, twice, fourfold, often, seldom, again, always

She **always** tries to do her best. (How often?— always)

- Adverbs of Affirmation or Negation:** These give us information about affirming or denying some action. For example: surely, certainly, yes, no, not, perhaps, indeed.

She will **certainly** win this prize. (assurance— certainly)

I do **not** know him. (negation—not)

2. Interrogative Adverbs

The interrogative adverbs are those which are used for asking questions. They introduce direct questions.

Quality or Manner	How did he do this?
Quantity or Degree	How far is this report true?
Number	How many persons came?
Time	When did he come?
Place	Where did he go?
Cause	Why did he say this?

3. Relative Adverbs:

The relative adverbs qualify any part of speech except a noun or pronoun. They also connect sentences. As such, they function as *Adverbs* as well as *Conjunctions*.

As, how, then, when, where, while, why, whereas, whereby.

- I do not know. She was born somewhere.

I do not know **where** she was born, (antecedent 'place' is implicit)

- This is the place. He died here.

This is the place **where** he died. (antecedent 'place' is explicit)

Important Note:

Relative Adverbs are the same in form as Interrogative Adverbs, but they differ in their functions. Like Relative Pronouns, the Relative Adverbs have Antecedents expressed or understood. Instead of asking direct questions, they join two clauses. Hence, The Relative Adverbs do the work of Adverbs and Conjunctions. Examples:

This is the house *where* Lyca was born.

I do not know the reason *why* he failed.

Please, tell me the time *when* he will return.

In Brief:

- A Simple Adverb merely modifies some word.
- An Interrogative Adverb not only modifies some word, but also introduces a question.
- A Relative Adverb not only modifies some word, but also refers back to some antecedent.

ADJECTIVE AND ADVERBS

There are several classes of adjectives and adverbs, but adjectives of quality and adverbs of manner are most important.

Adjectives of quality:

They modify the meaning of a noun by denoting a quality:

Green grass, a white cow, a hot day, a happy child, a large hill, a small house, an interesting story, a broken chair, a retired soldier.

Adverbs of Manner:

They show how or in what manner an action is done. He walks slowly. You write very badly.

They are the most useful class of adverbs and include most of those formed from adjectives by adding ly, as:-

Adjective	Adverb	Adjective	Adverb
Angry	Angrily	Gentle	Gently
Bad	Badly	Happy	Happily
Bright	Brightly	Harsh	Harshly
Clear	Clearly	Just	Justly
Different	Differently	Kind	Kindly
Equal	Equally	Loud	Loudly
Fair	Fairly	Sweet	Sweetly
Great	Greatly	Wise	Wisely
Grace	Gracefully		

Comparison of Adjectives And Adverbs:

Adjectives and adverbs are used with certain changes of form to make comparisons. These variant forms are known as the comparative and Superlative. We form the comparative by adding the suffix *-er* to short adjectives and adverbs, and the word *more* before longer ones:

Akbar is taller than Aslam.

This book is more interesting than that.

He has worked harder than he did last year.

He arrived more quickly than we had expected.

In the same way, we form the superlative by adding *-est* to short adjectives and adverbs and the word *most* before longer ones:

This is the longest journey we have yet made.

Hi is the most trustworthy clerk in the office.

Ali ran fastest of all.

Ahmad played most skillfully of all the players.

Note: The comparative is used to compare two only, the superlative is used to select one from more than two.

Note: The comparative degree is generally followed by *than*: He is wiser than his brother.

Note: The following Latin comparatives ending in *-er* or *-ior* are followed by *than* instead of *than*:

But the following Latin comparatives ending in *-er* or *-ior* are followed by *than* instead of *than*:

His strength is superior to mine.

His strength is inferior to mine.

This man is senior to that.

This man is junior to that.

Note: We use the superlative degree with the *.....* of:
This boy is the cleverest of all. This room is the largest of all. Iron is the most useful of all metals.

USE OF ADVERBS

Some adverbs have the same form as the corresponding adjectives:

Adjective	Adverb
There is <i>much</i> milk in the jug.	He is <i>much</i> better now.
It is a <i>hard</i> substance.	He worked <i>hard</i> .
I heard a <i>loud</i> noise.	He spoke <i>very loud</i> .
He is an <i>early</i> riser.	He rises <i>early</i> .
He is a <i>fast</i> writer.	He runs <i>fast</i> .

Some adverbs take both the adjective and the adverb forms. The adjective form refers to the subject of the verb while the adverb form refers to the verb itself, i.e. how the action took place:

He reached home safe. (He was safe when he reached home).

Safe refers to the subject he.

He reached home safely. (He had a comfortable journey.)

Safely modifies the meaning of reached.

Other examples are:

Hard, hardly; direct, directly; late, lately; warm, warmly; dear, dearly; free, freely;

This road leads direct (straight to the river).

Come directly (without delay).

Medicines were given freely (liberally).

Medicines were given free (without any cost).

He works hard (he is diligent).

He hardly works (he does not work at all).

Special uses of some adverbs:-

USE OF SOME IMPORTANT ADVERBS**a. Very, Much, Too:**

These verbs are often confused due to their identical meaning in Urdu i.e.

Very is prefixed to a positive adjective or adverb:

And much to a comparative adjective or adverb:

He is a very good boy.

He is much better today.

He writes very slowly.

He writes much more slowly than I do.

b. Very is used with present participles and much with past participles:

I saw a very pleasing sight.

She was much exhausted after a long journey.

Note: Very is also used with the following past participles:

I am very pleased with your work.

I was very tired yesterday.

I was very grieved at his sad death.

He is a very experienced teacher.

I am very delighted to see you.

c. Too conveys a negative idea; as:

I am too tired to walk = I am so tired that I can't walk.

Too conveys the idea of excess over what is proper; as:

It is too hot today.

That stick is too big for me i.e. bigger than I need.

d. At Present, Presently:

At Present means at the present time; and presently means without delay.

At present there is no vacancy in the office.

He will come presently.

e. Immediately, At once:

Immediately is used when one action follows another without delay: at once means without delay.

He left the office immediately he heard the news of his father's death. He left the office at once.

f. Continually, Continuously:

Continually means with occasional breaks but continuously means without any break:

It has been continually raining for six days.

It has been continuously raining since morning.

g. Too, Enough:

Too combines with the infinitive to make a kind of negative.

This man is very weak; He cannot walk.

This man is too weak to walk.

Enough with Infinitive always has an affirmative meaning:

He is very tall: he can touch the ceiling.

He is tall enough to touch the ceiling.

**CONFUSION ABOUT
ADVERBS & ADJECTIVES**

Adjectives and Adverbs are modifiers that make the meaning of other words clearer or more exact, but

a. Adjectives are modifiers of nouns or pronouns.

b. Adverbs are modifiers of adjectives, verbs or other adverbs.

To avoid confusion in their use, the following points should be kept in mind:

1. Most adverbs are formed by adding -ly to the adjective.

Examples:

Adjective	Adverb
Calm	Calmly
Sad	Sadly
Sudden	Suddenly

(But there are many exceptions to this rule, many of the most common adverbs do not end in -ly as almost, often, here, then, too.)

2. Some adjectives and adverbs have the same form: some words are used sometimes as Adjectives, sometimes as adverbs. We should identify them by their functions:

Adjective	Adverbs
a better machine	It works better.
an early action	He came early.
not much money	much more money
my right hand	turn right
a fast train	The train runs fast.
She lives in the next house.	When should I next see you?
This is a hard sum.	He works hard all day.
She is the best singer.	She sings best.
He is no better than a fool.	He knows better when to act.
There is much truth in it.	The patient is much better.

3. Some adverbs have two forms: one the same as adjective and the other ending in -ly. Some of them are these:

slow, slowly; quick, quickly; loud, loudly.

Examples:

a. You are going too slow.

He nodded slowly and went away.

b. Come as quick as you can.

Come as quickly as you can.

c. He played that music so loud.

He played that music so loudly.

(Usually, the short form is used in short statements or commands, while the longer form, in more complicated and less urgent sentences.)

4. Some adverbs have two forms with different meanings. While using them, we should be very careful. Consider the following examples:

• He went direct to the manager.

No action was taken directly.

• Wheat sells dear these days.

My mother loves me dearly

• Books were given free.

He moved freely here and there.

• You do not work hard.

He will hardly succeed.

• The train came late

- I have *lately* come here.
- I like rice *most*.
- He is *mostly* kind to others.
- She sat *near* me.
- He lost *nearly* all money.

5. INTERJECTION

Definition:

An Interjection, property speaking, is not a part of speech because it has no grammatical connection with any other word or words in the sentence. It is merely an exclamatory sound, to denote some strong feeling or emotion.

Interjection کو ہم صحیح معنوں میں گرامری رو سے اجزائے کلام میں شامل نہیں کر سکتے کیونکہ اس کا تعلق فقرے کے کسی دوسرے لفظ یا الفاظ سے نہیں ہوتا۔ یہ صرف ایک جذباتی کیفیت ظاہر کرتا ہے۔

a. Words used in interjectional sense:

Sounds	Feeling Expressed
Hurrah!; huzza!	Joy
Oh!; ah!; alas!; alack!	Grief
Ha!; ha!	Amusement
Bravo!	Approval
Height-ho!	Weariness
lo!; hark!; hush!; hist!	Affection
fie!; Fie!; Shame!; shame!	Reproof
stuff!; bosh; tut-tut!	Contempt
Pooh!; Pish!; tush!	Ridicule
Ho!; holla!	Call
Hum!; hem!; humph!	Doubt
Wow!	Surprise, appreciation
How + adjective	Surprise, wonder How beautiful she looks!
What + a + noun	Surprise, wonder What a fool you are!

b. Phrases uses as interjections:

- Ah me, or ay me! Woe is me! (دائے افسوس)
- For shame! (also, on account of shame) (افسوس)
- Alack a day! (ah, lack or loss on the day) (افسوس یہ دن دیکھنا تھا)
- Hail, all hail! (be hale or healthy): welcome! Well done (آفرین)
- Good-bye! (God be with you); Adieu! Farewell (خدا حافظ، الوداع)
- Bad luck to it! O, dear me! (O dear or costly for me) (بد قسمتی، مہنگا پڑا)
- Good Gracious! Good Heavens! Well to be sure! (ارے کیا داتھی)

c. Mood of Verbs and Parts of speech used in exclamatory sense:

- To think that he should have died! (Surprise), (کیا داتھی)
- Foolish fellow! To suppose that he could be pardoned. (Impossibility)
- Would that I had gained that prize. (Wish) (کاں)
- Hear, hear! (Applause) (تعریف، خوب بھی خوب)
- Horrible sight!; Foolish fellow!; Duncel (کتنا ہولناک منظر)
- Strange!; Shocking! (عبرت ہے اتنی بد تمیزی)
- How very kind of you!; How wonderful! (بڑی نوازش)
- What a sad thing it is! (کس قدر افسوسناک)
- If I could only see him once more! (کاں)
- Go to hell! (جہنم میں جاؤ)
- The hell with you! (جہنم استیساں)
- Who the hell are you! (آپ کیوں ہیں)

6. CONJUNCTIONS (حروف عطف)

Connectives or Connectors

Definition:

A conjunction is a word used for joining one word to another, or one sentence to another. They are also called connectives or connectors.

ایسے الفاظ جو ایک لفظ کو دوسرے لفظ یا ایک فقرے کو دوسرے فقرے سے ملائیں۔ حروف عطف کہلاتے ہیں۔ مثلاً

Khalid and his brother. (and --- a conjunction)
I went there but he was absent. (but --- a conjunction)

پہلی مثال میں and دو الفاظ کو ملاتا ہے۔ دوسری میں but دو فقروں کو ملاتا ہے۔

The kinds of conjunctions

Conjunctions are of two kinds.

a. Co-ordinate Conjunctions:

They join sentences of equal ranks.

He came there and he met me.

The other conjunctions of this type are as under:

and, both, also, too, as well as, not only, but also, either-or, neither-nor otherwise, but, yet, however, therefore, than,

b. Subordinate conjunctions:-

They join a subordinate clause to a principal clause.

I will read that book if you advise me to do so.

The other conjunctions of this type are as under:

That, because, so that, lest, if, unless, as if as, as, as soon as, while, after, since as, in order that, lest, whether, though, however, notwithstanding, as much as, according as, so long as, when, where.

The Functions of Conjunctions

There are eight functions of conjunctions the detail of which is given below: (connectives)

- 1. Addition:** they show addition (اضافہ)
Lorries and buses are common sight in every town.
Both the lorries and buses are a common sight in every town.
- 2. Comparison:** they show comparison (موازنہ)
Khalid is as brave as his sister.
He cried as if he were mad.
- 3. Contrast:** they show contrast (متبادل)
He is old yet he can run fast.
- 4. Illustration:** THEY introduce an illustration (وضاحت)
There are many enjoyable programmes on television such as "Mera Sultan", "Asi", "Cartoon".
I eat many types of fruit namely mangoes, melons and bananas.
- 5. Alternation:** they indicate an alternative (تبادل)
Either Farah or Shaheen will be going.
Aqeel went to the concert instead of the cinema.
- 6. Conclusion:** they indicate conclusion (نتیجہ)
Thus, he is the most important person.
He did not work; consequently he failed.
- 7. Order:** they show order (ترتیب)
I will first try to find out my books. Then I will study them.
- 8. Means:-** they show means (ذریعہ)
He crossed the river by means of a boat.
The way to success is through hard work.
The other conjunctive words of these types are as under:
 - And, as well as, besides, together with, not only—but also,
 - both—and, in addition, furthermore, moreover, as, as if,
 - as well as, like similarly, but, yet, while, whereas, although,
 - despite, in spite of, however, on the contrary, nevertheless,
 - such as, that is, namely, for instance, for example, in other words,
 - to illustrate, either—or, neither—nor, instead of, as a result,
 - accordingly, consequently, hence, in conclusion, to sum up,
 - to conclude, therefor so, in short, in brief, in fact, first, secondly,
 - then, next, to begin with, in the first place, though, by means of.

The use of Some Particular Conjunctions

Many students commit mistakes in the use of appropriate correlatives. The following sentences should be considered carefully.

- 1. Either --- or (یا...یا)**
He is either very clever or very foolish.

- 2. Neither --- nor (نہیں...نہیں)**
Neither he nor his father came here.
- 3. Not only --- but also (نہ صرف...بلکہ)**
He is not only a good teacher but also a great scholar.
- 4. Scarcely --- when (میںکے ہی...کے)**
I had scarcely gone to bed when I heard a cry.
- 5. Although --- yet (مگر...مگر)**
Although he is small yet he is very intelligent.
- 6. Other --- than (کے علاوہ)**
I have no other claim than my faith in you.
- 7. Both --- and (دونوں...اور)**
She is both a wife and a friend.
- 8. Such --- as (ایسے...جس)**
Such boys as work hard get good marks.
- 9. Such --- that (ایسے...کہ)**
His friendship is such that you can depend upon him.
- 10. No sooner --- than (جو جی...کہ)**
I had no sooner reached home than it began to rain.
- 11. Indeed --- but (دراصل...مگر)**
He was indeed caught re-handed but escaped.

CONJUNCTION EXERCISE

Q: Correct the Following Sentences

1. Though he is ill, but he can come to college.
2. He is both intelligent as well as hardworking.
3. No only he is hardworking but intelligent.
4. Work hard lest you might not fail.
5. Until he does not work hard, he cannot pass.
6. Though he has enough money, but he will not purchase a house.
7. Unless he does not write well, nobody will understand him.
8. There is no other book on the table but Band-i-Dara.
9. He did nothing but played.
10. No only he came there and his brother.
11. Both the master as well as the slave were happy.
12. Not only she is beautiful, but clever.
13. Though everyone speaks evil of you, but I will stand by you.
14. Don't go out until, you've not finished your work.
15. There is no other boy in the class but Saleem.

Solution:

1. Though he is ill, he can come to college.
2. He is both intelligent and hardworking.

3. No only he is hardworking but also intelligent.
4. Work hard lest you should fail.
5. Until he works hard, he cannot pass.
6. Though he has enough money, but he will not purchase a house.
7. Unless he does not write well, nobody will understand him.
8. There is no book on the table but Band-i-Dara.
9. He did nothing but play.
10. No only he came there but his brother also.
11. Both the master and the slave were happy.
12. Not only she is beautiful, but also clever.
13. Though everyone speaks evil of you, I will stand by you.
14. Don't go out until, you've finished your work.
15. There is no boy in the class but Saleem.

CONJUNCTION EXERCISE (MCQS)

Q: Tick the right answers I words:

1. Do you think this is something can be learned?
(a) who (b) that (c) it (d) (the conjunction can be omitted)
2. Don't go out you've finished your work.
(a) as (b) while (c) until o (d) so
3. Make sure you close all the windows it starts to rain.
(a) after (b) before (c) for (d) while
4. I think I know he left the job.
(a) why (b) until (c) before (d) whether
5. you see me, get in the car.
(a) as soon as(b) while (c) whether (d) before
6. My friend Shehram, ... lives in Lahore, has a new car.
(a) whose (b) who (c) that (d) which
7. She's a snobbish person nobody likes to be with her.
(a) such...that (b) such...as (c) so...that (d) such...whom
8. I'm not leaving I get an apology from you.
(a) so that (b) as long as (c) while (d) until
9. You look you've seen a ghost.
(a) as if (b) so that (c) while (d) until
10. I came here.....you could give me an explanation.
(a) until (b) so that (c) as if (d) while

Answer Keys

1. b	2. c	3. b	4. a	5. a
6. b	7. a	8. b	9. a	10. b

7. ARTICLES

Definition & kinds:-

The Demonstrative Adjectives a, an, the are called Articles. They are often treated as a separate part of speech or class of word (Structural Words).

There are two kinds of Article:

Indefinite Articles:

A and **An** are called the Indefinite Articles because they do not refer to a definite or particular person or thing. Their function is not to define, but to generalize. They are the weakened forms of the numeral one.

A is used before a word beginning with a consonant or consonant sound (a book, a woman, a university, a union).

An is used before a word beginning with a vowel or vowel sound (an egg, and hour, an enemy, an hour, an honest man, an M.A.)

Definite Article:

The is called the Definite Article because it points out some particular person or thing (the teacher --- we already know the man).

A, AN

1. **A, An** گئے جانے والے واحد نکرہ اسموں (common noun) سے پہلے استعمال ہوتے ہیں۔ جن اسموں کی معنی نہ ہو سکے ان سے پہلے نہیں لگ سکتے۔ مثلاً۔

2. **A, An** کا استعمال چیزوں میں عمومییت پیدا کرتا ہے اور یہ "کوئی" کے معنی دیتے ہیں۔

3. **A, An** کے استعمال میں فرق آوازوں کی بنا پر کیا جاتا ہے۔ جو لفظ "الف" کی آواز (vowel sound) سے شروع ہوگا اس سے پہلے **An** استعمال ل ہوگا۔ جتنی الفاظ سے قبل **A** لگے۔ مثلاً

1. An egg.	ایک کھجور جو لفظ "الف" کی آواز نکلتی۔
• A book.	ایک کتاب جو لفظ "ب" سے شروع ہوتی ہے۔
2. An unfaithful friend.	الف کی آواز ہے۔
• A university.	الف کی آواز نہیں ہے۔
3. An egg.	الف کی آواز ہے۔
• A European Country	الف کی آواز نہیں ہے۔
4. An Hour (آدھ)	H آواز ہے، اول نہیں مگر آواز الف کی ہے۔
• An M.A. (ایم۔ اے)	M آواز ہے، اول نہیں ہے مگر آواز الف کی ہے۔

SOME MORE EXAMPLES:

Words used with -a	Words used with-an
a radio	an inch
a great idea	an opera
a noise	an honest man
a history book	an umbrella
a utensil	an aunt
a euphemism	an exit

Words with Consonant Sounds	Words with Vowel Sounds (الف کی آواز)
A one-way street	An open door

A uniform	An uncle
A holiday	An hour
A u-turn	An MPA
A euro	An engine
A Xerox machine	An x-ray

POINTS TO REMEMBER:

The use of "a", "an" and "the"

A	→	before a consonant sound (a book)
An	→	before a vowel sound (an egg)
The	→	before all sounds (the book, the egg)

USE OF "A"/"AN"

- A, An is used to indicate a unit.**
 - An ounce is enough.
 - One hundred centimeters make a meter.
- A, an is used in the sense of one like (To make a common Noun or proper Noun)**
 - Al-Sisi thinks he is Gamal Abdel Nasser.
 - He seems to be a Pakistani.
 - A Daniel has come to judgment.
- A or An is used in the sense of the same.**
 - Birds of a feather flock together.
- A or An is used to denote profession trade or class.**
 - He is a businessman.
 - He is an engineer.
 - He is a lawyer.
- A is used before 'dozen', hundred, thousand, million.**
 - Here are a dozen of bananas.
 - A hundred boys came out from school.
- A or an is used in the sense of each or per.**
 - He earns one thousand rupees a month.
 - He drives the car at 50 kilometers an hour.
- A or an (also The) is used to indicate a class as a whole.**
 - A (The) cow has horns. (i.e. all cows have horns)
- A or An is used before some words and phrases.**
 - I have headache.
 - I am in hurry.
 - He had a bad cold.
 - She had a cough.
 - They take an interest in this.
- A, An is used in Exclamatory sentences beginning with what.**
 - What a pity.
 - What a pretty girl.
 - What nice bird it is!

- A (and not The) is used before the superlative most when it means 'very'.**
 - He saw a most wonderful sight.
 - This is most interesting story.
- A, An is used before "few, little, lot of, good deal, great many, good, many and sometimes after many."**
 - Here is a lot of books.
 - A great many soldiers entered the field.
 - Many a flower is born to blush unseen.

USE OF "THE"
DIFFERENT PRONUNCIATION OF "THE"

The boy: "Dha" (دا) is used before the consonant sound

The egg: "Dhi" (دی) is used before the vowel sound

The man: "Dhee" (دھی) is used before the vowel sound

This is the man who met me.

Before name of certain countries/provinces:

- The Punjab.
- The Yemen
- The Philippines
- The U.S.A.

- 'The' is used before Nouns of which there is only one.**
The earth, The moon, The sun, The sky, The North Pole, The weather.
- Before a noun which becomes definite as a result of being mentioned second time.**
I saw a policeman. The policeman was very disturbed.
- Before a singular Noun used to represent a class of objects.**
The dog is faithful animal!
The lion is a noble beast.
Exception: 'Man' / 'Woman' are exempted from this rule.
Man is mortal.
- Before an adjective used to represent a class of persons.**

1. Poor (غریب)	The poor (غریب لوگ)
2. Rich (امیر)	The rich (امیر لوگ)
3. Brave (بہادر)	The brave (بہادر لوگ)
4. Blind (اندھا)	The blind (اندھے لوگ)

- 'The' is used before the superlative Degree.**
He is the fattest boy of the class.
- Sometimes 'The' is used before the comparative degree of adjective.**
The more, The merrier.
The higher you go, the cooler it is.
- Article "The" is also used in following cases as well:**

(a) اسم صفت کی دوسری ڈگری (Comparative Degree) سے قبل بھی استعمال ہو سکتا ہے۔ بشرطیکہ "تساوی" کا مفہوم ہو۔

1. The higher you go, the cooler it is	(چلتا اوپر جاتے اتنی ہی سردی ہوگی)
2. The more, the merrier.	(جتنا زیادہ ہوگا خوشی اتنی ہی زیادہ ہوگی)

(b) دو چیزیں ہیں سے ایک کا انتخاب مقصود ہو تب بھی اسم صفت کی دوسری ڈگری سے پہلے The لگے بغیر۔
(اس صورت میں than استعمال نہیں ہوگا)

Of the two Shahid is the taller.

برائے ناموں سے قبل The استعمال ہو سکتا ہے جس کے آگے۔

1. The leg of a table.
2. The beauty of this girl
3. The death of the leaders.
4. The Paris of Pakistan

جو کسی Adjective سے قبل The لگا دیا جائے تو وہ متعلق اسم بن جاتا ہے مثلاً۔

All اور Both کے بعد The لگانا چاہیے whole کہیں۔

All the boys: both the sisters: the whole night.

8. The is used before the following proper nouns.

- Before the names of famous rivers:
The Indus, the Nile
- Before the names of famous mountains, hilltops, passes, islands, gulfs, oceans etc.
The Himalayas, the Alps, the Khyber Pass, the Atlantic Ocean.

Note:-

The is not placed before the names of single mountains, single islands, nor before the names of capes, nor before the name of lakes: Mount Everest, Mount Abu, Ceylon, Sicily, Java.

- Before the names of deserts:
The Sahara, The Gobi
- Before the names of sacred and Holy Books:
The Holy Quran, The Bible, The Merchant of Venice.
- Before the names of musical instruments:
The flute, The piano He plays the flute. (but, he has a flute)
- Before the names of Newspapers:
The News, The Nation etc.
- Before the names of nations:
The Muslims, The Arabs
- Before the names of airlines, trains, etc.
The Tezgam, The Awami Express.
- Before the names of all historical events:
The First World War, The French Revolution.
- Before the names of Geographical Directions:
The South, The North
- Before some nouns to indicate profession.
He joined the Bar. He joined the church.
- Before ordinal numbers.
Who is the first and the second boy.
The 6th Feb is a red letter day.

- Before the name of roads, but not streets.
The Mall Road, The Aga Khan Road, Riffa Street etc.

ZERO ARTICLE: ARTICLE OMITTED

A, An, The are not used before

Before Proper Nouns

The Lahore, The Aslam. (Incorrect)

Exception :

When the article is used before a proper Noun, it becomes a common Noun.

A Newton cannot be a Milton.

- Before the names of metals and crops.
The Gold, The wheat. (Incorrect)
- Before the names of diseases:
The cholera, the heart attack, the fever etc. (Incorrect)
- Before the nouns of universal nature:
The Heaven, The Hell, The God. (Incorrect)
- Before the abstract Nouns:
The happiness, The wisdom, The anger. (Incorrect)
- Before the names of Days and Months:
The Sunday, The April. (Incorrect)
- Before man or woman in the sense of mankind
Man and woman should go side by side.
- Before the names of games and meals
We like play football/cricket/ tennis / bad Minton, breakfast, dinner.
- Before the name of seasons and festivals
Summer/ winter/ spring /autumn/ (But the rainy season)

SOME USEFUL HINTS ABOUT THE USE OF "ARTICLES"

1. جب دھاتوں یا اجناس کا ذکر کسی مخصوص حوالے سے ہو تو The لگا سکتے ہیں۔
The god of Swat The wheat of Punjab.
2. زبانوں کے نام کے ساتھ عام طور پر The نہیں لگاتے۔ لیکن ان کے ساتھ language کا لفظ آجائے تو The لگ جاتا ہے۔
The English language. The Urdu language.
3. Abstract Nouns اسم کیفیت کے ساتھ The نہیں لگتا۔ لیکن کوئی مخصوص حوالہ یا تعلق ہو تو The لگا سکتے ہیں۔
The wisdom of Solomon. حضرت سلیمان علیہ السلام کی فراست
The courage of Hazrat Ali. حضرت علی رضی اللہ تعالیٰ عنہ کی جرأت
4. عام طور پر Plural noun جمع اسموں کے ساتھ The نہیں لگاتے۔ لیکن اگر یہ مخصوص چیز کو ظاہر کرنا ہے تو جمع کے ساتھ the لگاتے ہیں۔
The men are walking in the garden.
The boys are taking the examination.
اگر ان الفاظ سے پہلے the نہ لگایا جائے تو ہم "ب لوگ" ہوں گے۔
Horses are faithful animals.
Men are wiser than women.

The following nouns express different meaning when 'The' is used before them and when 'the' is omitted before them.

(Church, Market, College, Hospital, Court, Person, Work, Sea, Bed)

ان الفاظ سے پہلے اگر the نہ لگایا جائے تو یہ مراد ہوگی کہ ان جگہوں پر ان کے ابتدائی مقاصد پر، اگر نہ لگے گئے ہیں جن کے لیے یہ جگہیں بنی ہیں۔

We go to bed to sleep.

ہم بستر پر سونے کے لیے جاتے ہیں۔ بستر کا بنیادی مقصد بھی یہی ہوتا ہے کہ اگر ان الفاظ سے پہلے the لگایا جائے تو اس کا مطلب یہ ہوگا کہ ہم ان جگہوں پر بستر و تفریح یا کسی مقصد کے لیے جاتے ہیں نہ کہ اس مقصد کے ساتھ جن کے لیے یہ اشیاء بنی ہیں۔

I went to the college to see the building.

مقصد بلڈنگٹ کو دیکھنا ہے نہ کہ پڑھنا۔

He visited the school to talk to his son.

مقصد بیٹے سے ملنا ہے نہ کہ تعلیم حاصل کرنا۔

SOLVED EXAMPLES OF ERRORS In the use of Articles

Incorrect	Correct
1. Ravi is a famous river.	The Ravi is a famous river.
2. The virtue has its own reward.	Virtue has its own reward.
3. Horse is a faithful animal.	The horse is a faithful animal.
4. He is M.A in English.	He is an M.A in English.
5. The English is the language of English.	English is the language of English.
6. The both men were arrested.	Both the men we arrested.
7. He is an European.	He is a European.
8. Pakistanis are sincere people.	The Pakistanis are sincere people.
9. He is wisest man in his village.	He is the wisest man in his village.
10. The honesty is the best policy.	Honesty is the best policy.
11. More we get, more we want	The more we get, The more we want.
12. A white and a brown dog is barking.	A whit an a brown dog are barking.
13. Do not make noise.	Do not make a noise.
14. The man is mortal.	Man is mortal.
15. She is taller of the two.	She is the taller of the two.

SOME IMPORTANT POINTS REGARDING USE OF ARTICLES

The following words must be preceded by "The"	The following words must not be preceded by "The"	The following words are preceded by "a"	The following words are preceded by "an"
1. Sun	Heaven	History	Hour
2. Moon	Hell	Historian	Hotel
3. World	Purgatory	Unit	Honour
4. Universe	Paradise	One	Honourable
5. Earth	Christmas	Dozen	Honorary
6. Ocean	Man (when used in a general sense, e.g. man is mortal)	Good many	Apple
7. Sky	Nature (when used in a general sense, e.g. I am a lover of nature)	Great many	Ant
8. Sea	War (when used in a general sense, e.g. war is a calamity)	Few (when it means some)	Elephant
9. Equator	Since (when used in a general sense, e.g.) Science is making wonderful progress.	University	Oak
10. Bible	Name of continents (Asia, Europe, etc.)	Useful	Uncle
11. North	Names of countries (Pakistan, England etc.)	European	Aunt
12. South	Names of Islands (Ceylon, etc.)	One eyed	Ulcer
13. East	Names of provinces (Khyber, Sind etc.)	One sided	Instrument
14. West	Names of towns (Lahore, Karachi)	Little (when it means some)	Injustice
15. Army	Month of years (March, April, etc.)	A noun representing a class.	Improvement
16. Navy	Days of the week (Sunday, Monday etc.)		eagle
17. Crimes	Names of language (English, French, etc.)		Under graduate
18. Devil	Abstract nouns (honesty, cleanliness etc.)		Ox etc.
19. Stars	Collective Nouns (Society, People etc.)		
20. Thames	Name of the disease (cholera, heart attack, etc.)		
21. Lungs			

22. Theater			
23. General Reader			
24. Man in the street			
25. New woman			
26. Locust			
27. Stage			
28. Platform			
29. Pulpit			
30. With superlative degree of adjective (the greatest man, the best boy)			
31. Adjectives indicating the class, the rich, the poor, etc.)			
32. Singular noun representative of a class (the dog, the cow etc.)			

ARTICLES EXERCISES

ARTICLES EXERCISE 1

Q: Tick the correct articles:

- My neighbour is photographer.
(a) a (b) an (c) the (d) no article
- For advice about colours, we must consult him.
(a) a (b) an (c) the (d) no article
- Come on, we have fish and chips for lunch.
(a) a (b) an (c) the (d) no article
- Last night, I did not had wink.
(a) a (b) an (c) the (d) no article
- If you eat much, you will have indigestion.
(a) a (b) an (c) the (d) no article
- I used to take sugar but now I am on diet.
(a) a (b) an (c) the (d) no article
- Mr. Anas is customer of our shop.
(a) a (b) an (c) the (d) no article
- When charged with murder, he said he had alibi.
(a) a (b) an (c) the (d) no article
- She lives on top floor of a house.
(a) a (b) an (c) the (d) no article

10. You must know it is not time to go.
(a) a (b) an (c) the (d) no article

ANSWER KEYS

1. a	2. C	3. d	4. a	5. d
6. d	7. c	8. b	9. c	10. c

ARTICLES EXERCISE 2

Q: Tick the correct articles:

- Doctor examined old patient.
(a) a, a (b) an, an (c) the, an (d) no article
- I am staying at hotel on the Ravi river.
(a) the, the (b) a, the (c) a, a (d) a, no article
- I heard knock on the door.
(a) a, a (b) a, the (c) the, the (d) no article, the
- No talk during lesson; listen to words of your teacher.
(a) the, a (b) a, the (c) no article, the (d) no article, no article
- There was sound in living room.
(a) the, no article (b) the, the (c) a, the (d) no article, no article
- She replied in surprise that question was difficult.
(a) a, a (b) no article, no article (c) no article, the (d) no article, the
- I'm afraid I can't remember exact date of show.
(a) the, the (b) the, a (c) the, no article (d) no article, no article
- children went to film yesterday afternoon.
(a) a, the (b) the, a (c) the, no article (d) no article, a
- answer is 'no'; come back with new proposal.
(a) the, the (b) the, a (c) the, no article (d) no article, the
- He got job in best company in town.
(a) a, the (b) a, a (c) the, a (d) the, no article

ANSWER KEYS

1. c	2. b	3. b	4. c	5. c
6. c	7. a	8. b	9. b	10. a

ARTICLES EXERCISE 3

Q: Tick the correct articles:

- Children go to school in the morning.
(a) a (b) an (c) the (d) no article
- This is awful thing to say.
(a) a (b) an (c) the (d) no article

3. Ejaz goes to work by bus.
(a) a (b) an (c) the (d) no article
4. While I was in hospital, they gave me X-ray.
(a) a (b) an (c) the (d) no article
5. They always play such terrible music.
(a) a (b) an (c) the (d) no article
6. We must serve humanity.
(a) a (b) an (c) the (d) no article
7. He was elected president of the club.
(a) a (b) an (c) the (d) no article
8. He is upset because he has got headache.
(a) a (b) an (c) the (d) no article
9. This Elementary College we visited yesterday.
(a) a (b) an (c) the (d) no article
10. They make regular donations to charity.
(a) a (b) an (c) the (d) no article

ANSWER KEYS

1. d	2. b	3. d	4. b	5. d
6. d	7. d	8. a	9. c	10. d

ARTICLES EXERCISE 4

Q: Tick the correct articles:

1. beauty wins every heart.
(a) a (b) an (c) the (d) no article
2. beauty of these lines of poetry is remarkable.
(a) a (b) an (c) the (d) no article
3. death is a great leveler.
(a) a (b) an (c) the (d) no article
4. death of the leader was a great shock to all.
(a) a (b) an (c) the (d) no article
5. few friends that I have are very sincere.
(a) a (b) an (c) the (d) no article
6. The harder you work, ... easier it will be to pass.
(a) a (b) an (c) the (d) no article
7. Humility is finest virtue.
(a) a (b) an (c) the (d) no article
8. sooner you go, the better it is.
(a) a (b) an (c) the (d) no article
9. You can buy this book with little money you have.
(a) a (b) an (c) the (d) no article
10. It is said that elephant never forgets.
(a) a (b) an (c) the (d) no article

ANSWER KEYS

1. d	2. c	3. d	4. c	5. c
6. c	7. c	8. c	9. c	10. b

ARTICLES EXERCISE 5

Q: Tick the correct articles:

1. hockey is my favourite game.
(a) a (b) an (c) the (d) no article
2. I was so tired that I went to bed at nine.
(a) a (b) an (c) the (d) no article
3. I drive past hospital every morning.
(a) a (b) an (c) the (d) no article
4. Five times, we go to mosque to offer prayers.
(a) a (b) an (c) the (d) no article
5. What clever children you have!
(a) a (b) an (c) the (d) no article
6. you are in wrong.
(a) a (b) an (c) the (d) no article
7. In the newspaper, there is article on pollution.
(a) a (b) an (c) the (d) no article
8. The weather was awful; we stayed at home.
(a) a (b) an (c) the (d) no article
9. We need to protect environment.
(a) a (b) an (c) the (d) no article
10. He has got employment in a good bank.
(a) a (b) an (c) the (d) no article

ANSWER KEYS

1. d	2. d	3. a	4. d	5. a
6. c	7. b	8. d	9. c	10. d

8. PREPOSITION (حروف جار)

Definition:

As its formation suggests, "preposition" means "placed before". A preposition is a word used before a noun or pronoun to show its relation with another person or thing. It is important to note that a preposition should be followed by a noun or pronoun.

وہ الفاظ جو کسی اسم یا اسم ضمیر سے پہلے اس لیے استعمال کیے جائیں کہ ان کا تعلق فقرے میں کسی دوسری چیز یا شخص سے ظاہر کیا جائے کہ وہ کس چیز سے تعلق رکھتے ہیں۔

I placed my bag on the table.

اس فقرے میں لفظ on میز سے پہلے استعمال کیا گیا ہے تاکہ میز کا تعلق ایک سے ظاہر کیا جائے۔ اس لے حرف جار ہے۔ یہ پوزیشن کے بعد تائید کا نام ضروری ہے۔

man in the room	(in—preposition—used before <u>a noun</u>)
the leg of the chair	(of—preposition—used before <u>a noun</u>)
girl going to college	(to—preposition—used before <u>a noun</u>)
He is very kind to me	(to—preposition—used before <u>a pronoun</u>)
He came in.	(in—not a preposition— <u>no noun</u> after it)
They were driven out.	(out—not a preposition— <u>no noun</u> after it)

1. Important Prepositions

above	after	against	at	before
by	for	in	into	of
off	on	out	over	since
to	under	upon	with	without

2. Characteristics of Preposition

There are two characteristics of Prepositions:

- a. A preposition is always followed by an object which must be a noun or a pronoun. For Example

He is kind to Shaheen. ("to" is followed by an object noun)

He is kind to me. ("to" is followed by an object pronoun)

- b. Combined with a noun, a preposition can become a prepositional phrase For example:

about — preposition

about the room — prepositional phrase.

In this sense, a preposition can be used in all situations.

DIFFERENCE BETWEEN PREPOSITIONS & ADVERBS

Several words are used sometimes as Adverbs and sometimes as Prepositions. A word is a Preposition when it governs a noun or pronoun; it is an adverb when it does not.

For example:

Adverb	Preposition
I could not come before	Don't loiter about the street
Has he come in?	Is he in his room?
The wheel came off.	They jumped off the car.
Let us move on.	The book lies on the table.
I have not seen him since.	I have not seen him since yesterday
Her father arrived soon after	After a month, her father returned

FUNCTIONS OF PREPOSITIONS

Prepositions indicate five major relations:

1. Prepositions of Place (saying where). They locate the place of the activities.
He stopped at the canteen.
They swim in the pool.

2. Prepositions of Time (saying when). They indicate the time and duration of the activities.
I have not seen him since January.
Khalid waited till four.
Huda promised to come by two o'clock.
3. Prepositions indicating direction:
The girl ran out of the room.
We rushed to the scene of the fire.
4. Prepositions forming Phrasal Verbs
Huda is looking for her pen.
Don't worry, he will soon turn up.
5. Prepositions, fixed with particular words (Nouns, adjectives, verbs)
This teacher is very popular in the college, (place)
This teacher is very popular with the students. (people)

Prepositions of Place

in/inside	the cage	in/into	the water
out of	the car	outside	the bank
on	the table	at	the bus stop
by	the bed	near	the bank
to	Lahore	from	Multan
over	the river	under	the table
above	the clouds	behind	the tractor
up	the stairs	down	the stairs
across	the road	through	the tunnel
along	the street	among	the trees
between	the two cities	opposite	the mosque

Prepositions of Time

in	January (month)	in	2014 (year)
in	The morning	in	the evening
in	The afternoon	in	a week
at	Five o'clock	at	5:00 P.M.
at	noon	at	night
at	lunch (time)	at	the week end
at	Christmas	at	Eid
on	October 2nd	on	Monday morning
on	Tuesday		

Prepositions indicating Direction

Into	He walked into the room.
Out of	He walked out of the room.
To	She goes to college daily.
Off	The driver jumped off the car.
Through	We ran through the crowd.
After	They all ran after the thief.

Prepositions with Particular Words (With Nouns, Adjectives, Verbs)

On	The way	By	Chance
At	The end	On	Foot

By Car, train, bus, air	On The car, train, bus
On The committee	On The staff
With A pencil	In Pencil
With A pen	In ink
Afraid of	Late for
Angry at (something)	Angry with (a person)
Good at	Similar to
Keep on	Worried about

Prepositions with verbs (phrasal verbs)

Bring up	پرورش کرنا	Bring out	شائع کرنا
Call for	طلب کرنا	Call off	ختم کرنا
Give up	ترک کرنا	Give in	تہسار ڈال دینا
Look at	غور سے دیکھنا	Look for	تلاش کرنا
Take after	مشابہ ہونا	Take to	عادی ہو جانا

WORDS WITH APPROPRIATE PREPOSITIONS
(A - Z)

A

Abound in/with	پُر ہونا	Absolve of/from	بری الذمہ قرار دینا
Be absorbed in	مغ्नہ ہونا	Acceptable to	قابل قبول ہونا
Accomplished in	مکمل ہونا	Accountable to	کسی کو جوابدہ ہونا
Accountable for	کسی بات پر جوابدہ ہونا	Accurate in	صحیح ہونا
Accuse of	مورد الزام ٹھہرانا	Accustomed to	عادی ہونا
Acquainted with	واقف ہونا	Addicted to	(رہائی) کا عادی ہونا
Adequate for	موزوں، ٹھیک	Adjacent to	متعلق ہونا
Adorn with	سجانا	Advertise for	اشتہار دینا
Affectionate towards	محبت کرنے والا	Be afflicted with	مشکلیات میں گرفتار ہونا
Affection for	کے لیے شفقت	Be agreeable to	موافق ہونا
Afraid of	خوف زدہ	Amazed at/by	حیران ہونا
Ability for	اہلیت	Angry with/at	کسی شخص سے ناراض
Ambitious for	خواہش مند ہونا	Annoyed at/about	کسی بات پر ناراض
Angry at/about/over	کسی چیز پر ناراض	Anxious about/for	نگر مند ہونا
Annoyed with	کسی شخص سے ناراض ہونا	Applicable to	لاگو ہونا

Apart from	کے سوا، الگ، تنہا	Ashamed of	شرمندہ ہونا
Appropriate to/for	موزوں ہونا	Assure of	یقین دلانا
Associate with	منسلک ہونا	Abreast of	پہلو پہلو
Astonished at/by	حیران ہونا	Aware of	آگاہ
Attach to	منصی کرنا		
Allied to/with	منسلک	Accompanied by	ساتھ ہونا
Abide by	پابندی کرنا	Add to	اضافہ کرنا
Act upon/on	عمل کرنا	Admit to	اعتراف کرنا تسلیم کرنا
Adhere to	ڈٹے رہنا، منہ ہبنا	Admit of	ممکن خیال کرنا
Alarmed at/by	خبردار ہونا	Alight from	سواری سے اترنا
Allot to	نامزد کرنا	Alight on/upon	پہنچنے والے چیز کا زمین پر اترنا
Answer for	کسی بات کیلئے جوابدہ ہونا	Answer to	کسی کے سامنے جوابدہ ہونا
Apologies for	کسی کام کیلئے معذرت	Apologize to	کسی سے معذرت کرنا
Appeal against	کسی کے خلاف اپیل کرنا	Appeal for	کسی کام کیلئے اپیل کرنا
Appeal to	کسی کو اپیل کرنا	Appetite for	خواہش کرنا
Apply for	کسی کام کیلئے درخواست	Apply to	کسی کو درخواست دینا
Appoint to	تقرر کرنا	Approve of	منظوری دینا
Arm with	سنبھل کرنا	Arrive at	کسی جگہ پر آمد
Arrive in	ملک میں آمد	Attend to	توجہ دینا
Avail (yourself) of	فائدہ اٹھانا	Avenge (yourself) on	انتقام لینا
Aware of	واقف ہونا		

B

Banish from	کسی جگہ سے جال وطن کرنا	Bare of	خالی ہونا
Banish to	کسی کو کسی جگہ سے جلا وطن کرنا	Become of	واقع ہونا
Based on	مبنی ہونا	Beg of/from	کسی سے مانگنا
Beg for sth	کوئی چیز مانگنا	Belong to	متعلق ہونا
Believe in	یقین کرنا ایمان لانا	Beset with/by	سے پورا میں گھرا ہوا
Bent on	کمر بستہ ہونا	Be blessed with	سے نوازا ہوا
Blame for	الزام لگانا	Blind to	نہ جانتا، بے خبر ہونا
Blind in	اندھا ہونا	Born of/to	پیدا ہونا
Boast of/about	جتنی بھارتا	Brood over/on/about	غور کرنا
Bound for	کسی منزل کو روانہ ہونے کو تیار	Buy for	کسی کے لیے خریدنا
Buy from	کسی سے خریدنا		

C

Candidate for	امیدوار	Capable of	اہل
Careful of/about/with	متنا	Certain of	پہلچین
Characteristic of	خاصیت	Clear of	سے خالی
Close to	کے قریب	Clothed in	ملبوس ہونا
Common to	مشترک ہونا	Comparable with/to	قابل موازنہ
(be) composed of	پہ مشتمل ہونا	Concerned for/about	فکر مند
Concerned with/about	دلچسپی لینا	Conducive to	سازگار، معاون، مددگار
Consistent in	روپ میں مستقل مزاجی	Confident of	پہلچین
Consistent with	ہم آہنگ	Content with	تعلق
Contrary to	خلاف	Conversant with	سے واقف
Capacity for	صلاحیت	Care for	دیکھ بھال کرنا
Cause for	وجہ، جواز	Cause of	کسی واقعہ کا سبب
Caution against/about	تنبیہ کرنا	Take care of	ذیال رخصتا
Charge wit	الزام لگانا	Comment on/about	تبصرہ
Charge for	قیمت وصول کرنا	Compassion for	ہمدردی
Comparison with	مقابلہ	Competition for	چڑھنے کے مقابلہ
Compensation for	تلافی	Complaint against/about	شکایت
Competition with	مخالف سے مقابلہ	Confidence in	امتنان
Condolence on	تقریت	Consideration for	رواداری، خیال
Connection with	رابطہ	Contact with	رابطہ
(in) consideration of	کے بدلے میں	Contrast to/with	مقابلہ، موازنہ
Contempt for	نفرت	Control over/of	انتظام
Contribution to	چندہ	Conversation with	کسی شخص سے گفتگو
Controversy over/about	اختلاف	Conversation about	کسی چیز کے بارے میں بحث
Correspondence with	خط و کتابت	Crave for	خواہش ہونا
Catch at	چڑھنا	Challenge to	لٹکانا
Cling to/onto	چسپے رہنا	Coincide with	ہم آہنگ ہونا
Comment on	تبصرہ کرنا	Communicate with	رابطہ کرنا
Comply with	مان لینا، حکم کرنا	Conceal from	چھپانا

Concede to	سلیم کر لینا	Confer on/upon	عطا کرنا
Confide to	راز بتانا	Conform to/with	تواہن و تجربہ کی نہیں کرنا
Conform to	ہم آہنگ سوچ رکھنا	Consent to	رضامندی ظاہر کرنا
Consist in	مبنی ہونا	Consist of	مستقل ہونا
Consult with	مشورہ کرنا	Contend for	کسی چیز کے مقابلہ کرنا
Contend with	کسی سے مقابلہ کرنا	Convince sb of	قائل کرنا
Cope with	بھٹنا	Count for	اہم ہونا
Count on	بھروسہ کرنا	Cure sb of	علاج کرنا

D

Dash against	ٹکرائنا	Dawn on	پہ ظاہر کرنا
Deaf to	کان نہ دھرنا	Deal in	کاروبار
Deal with	سلوک کرنا	Deficient in	کمزور
Delighted at/by	کسی چیز ابات پر خوش	Delight in	لطف اٹھانا
Delighted with	کسی شخص سے خوش	Deliver from	سے بچانا
Deliver to	کے حوالے کرنا	Dependence on/upon	انحصار
Deprive sb of	محروم کرنا	Descent from	نسب
Deserving of	حقدار	Desire for	خواہش
Desirous of	خواہش مند	Devoid of	خالی
Die for	کسی چیز کے لیے مرنا	Die of/from	بیماری/بھوک سے مرنا
Differ from	شکل میں اختلاف	Differ with	رائے میں اختلاف
Different from/to	مختلف	Diligent in/about	متحقی
Disagreeable to	ناگوار	Disagreement with	کسی شخص سے اختلاف
Disappointed at/about/by/with	کسی چیز پر مایوس	Disagreement on/about/over	کسی چیز پر اختلاف
Disappointed in/with	کسی شخص سے مایوس	Disgrace to	رہوائی
Disgust at/with	کسی چیز پر غصہ، نفرت	Disgust for	کسی شخص کیلئے نفرت
Dislike for/of	نا پسندیدگی	Displeased with	ناخوش
Dispose of	چھٹکارا کرنا	Distinguish from	فرق کرنا
Doubt about	شک، شبہ	Drawback to/of	خرابی
Dream of/about	کا تصور کرنا	Due to	کی وجہ سے
Due for	مستحق ہونا	Dwell in/at	کسی جگہ رہنا
Dwell on/upon	سوچنا، ذکر کرنا		

E

Eager for	پرجوش، مشتاق	Eligible for	اہل ہونا
Emerge from	ظاہر ہونا	Engaged to	منگنی ہو جانا
Engaged in/on	مصراف ہونا	Entitle to	حقدار ٹھہرانا
Envious of	حاسد	Envy at/of	کسی چیز پر حسد
Envy of	کسی شخص سے حسد	Equal to	برابر
Equality with	کے ساتھ برابری	Escape from	فرار ہونا
Essential to/for	ضروری	Esteem for	احترام
Excel in/at	سبقت لے جانا	Exception to	استثنیٰ
Exchange sth with sb	کسی سے کوئی چیز بدل کرنا	Exchange sth for sth	ایک چیز دوسری سے بدلنا
Exclude from	خارج کرنا	Excuse for	جوڑنا، توجیہ کرنا
Excuse sb for sth	معاف کرنا	Excused from	سے مبرا ہونا
Exempt from	مستثنیٰ قرار دینا	Experience in/for/of	تجربہ
Expert in/at/on	ماہر ہونا	Explain to	وضاحت کرنا
Exposed to	زد میں	Exposure to	(خطرے وغیرہ) کی زد میں
Expressive of	ظاہر کرنا	Exposure of	اکشاف
Exult at/in	پرجوش/خوش ہونا	Effect on	اثر

F

Fall in	ناکام ہونا	Faith in	یقین کرنا
Faithful to	وفادار	Familiar to	کسی شخص کی جاننا
Familiar with	کسی چیز کا علم رکھنا	Familiarity with	چیز سے واقفیت
Fatal to	مہلک	Familiarity to	کسی شخص سے واقفیت
Favorable to/for	موزوں،	Fearful of	سے خوفزدہ
Fearful for	کے لیے فکر مند	Feed sb on/with sth	خوارک دینا
Feed sth to sb	خوارک دینا	Feed sb/sth with sth	معلومات وغیرہ فراہم کرنا
Feel for	مدد کی محسوس کرنا	Fight with/against	لڑائی کرنا
Fill in	فارم وغیرہ پُر کرنا	Fire at	گولی چلانا
Fit for	موزوں	Fond of	شوقین
Forgetful of	بے خبر	Free from/of	آزادی خیال
Freedom from	سے چھٹکارہ	Freedom of	
Full of	بھرا ہوا		

G

Genius for	غیر معمولی قابلیت/مہارت	Gifted with	عطا شدہ
Given to	عادی ہونا	Glad about	خوش
Glad of	ممنون	Glory of	ممنون
Glance at	دیکھنا	Glory in	خوب لطف اٹھانا
Good at	اچھا، ماہر	Grapple with	لڑنا، مقابلہ کرنا
Grasp at	چکنا، سمجھنا	Grateful to	کسی شخص کا شکر گزار ہونا
Grateful for	کسی چیز کے لیے شکر گزار ہونا	Gratitude for	کسی چیز کے لیے شکر گزار ہونا
Gratitude to	کسی شخص کا احسان مند	Greed for	لاچ
Grieve at/about/overt	کسی چیز پر غمزدہ	Grieve for/about/over	کسی شخص کے لیے غمزدہ ہونا
Grow in	بڑھ جانا	Grumble at/to	کسی سے بڑبڑانا
Grumble at/about	کسی چیز کے بارے میں بڑبڑانا	Guarantee of	ضمانت
Guard against	حفاظت کرنا	Guess at	قیاس
Guilty of	مجرم	Guilty about	شرمندہ ہونا

H

Hand over	حوالے کرنا	Hang on	منہ پٹی سے تھامے رکھنا
Hanker for/after	خواہش کرنا	Happen to	چش آنے
Hatred for/of/towards	نفرت	Hear about	کسے کے بارے میں سنا
Hear of	کسی کے تانے پر جاننا	Heedful of	متوجہ
Heir to sth	کسی چیز کا وارث	Hold in	میں رکھنا
Heir of sb	کسی شخص کا وارث	Hide from	چھپانا، چھپنا
Hinder from	روکنا	Hindrance to	رکاوٹ
Hint at	اشارہ کرنا	Honest about sth	کسی چیز کے بارے میں سچا
Honest with	کسی شخص سے سچ بولنا	Hope for	امید رکھنا
Hope of/for	امید	Hopeful of/about	پُر امید
Hostile to/towards	مخالف	Hunger after/for	شدید آرزو یا ضرورت
Hungry for	شدید خواہش رکھنا	Hurtful to	نقصان
Hush up	دبا دینا		

Ignorant of/about	بے خبر	Ill with	بیمار
Impart to	تک پہنچانا	Impatient at	کسی چیز پر صبر نہ کرنا
Impatient for	بے صبر ہونا	Impatient with	کسی شخص یا چیز کے بارے میں صبر نہ کرنا
Impediment to	رکاوٹ	Important for	اہم ہونا
Important to	مہم ہونا	Impose on	مسلط کرنا
Impress on	دل میں بٹھانا	Impress with	متاثر کرنا
Incapable of	نااہل	Incite to	اکسانا
Inclination to/for/towards	رجحان	Inculcate sth in/into sb	ذہن پر نقش کرنا
Indebted to	کسی کا احسان مند ہونا	Inculcate sb with sth	ذہن پر نقش کرنا
Indebted for	کسی چیز کے لیے مہم ہونا	Independent of/from	آزاد
Indifferent to	لا تعلق، جسے دلچسپی نہ ہو	Indignant at/about	برہم
Indispensable for sth	ضروری	Indispensable to sb	لازمی، ناگزیر
Infected with	آلودہ، مرض میں مبتلا	Indulge sb with sth	ملوث کرنا
Infer from	افتد کرنا	Inferior to	کم تر
Inflict on/upon	مسلط کرنا	Influence on	تدوین اثر
Influence over	پر طاقت رکھنا	Inform of/about	اطلاع دینا
Inhabited by	سکونت رکھنا	Injurious to	نقصان دہ
Innocent of	معصوم	Inquire into	تفتیش کرنا
Inquire of/about	پوچھنا	Insensible of	لا علم ہونا
Inquire after	صحت سے متعلق پوچھنا	Insensible to	بے حس
Insight into	بہسرت	Inspire sb with sth	روح چھو کرنا
Inspire sth in sb	روح چھو کرنا	Inspire sb to sth	اکسانا، جوش دلانا
Instruction in	ہدایت	Intent on/upon	ارادہ اعظم کیے ہوئے
Interfere in	مداخلت کرنا	Interfere with	مداخلت کرنا
Intimate sth to sb	اشارے کتاب سے بتانا	Intimate with sb	قریبی تعلق رکھنا
Intrigue with	کسی کے ساتھ مل کر ساز باز کرنا	Intrigue against	کسی کے خلاف ساز باز کرنا
Introduce to	متعارف کرنا	Intrude into /upon/on	غل مل کر مداخلت کرنا
Invest in	کاروبار کرنا	Invite to	مدعو کرنا
Involve in	ملوث کرنا	Involve in	شریک کرنا، ملوث کرنا

(Be/get) involved with/in	شریک ہونا	Irrelevant to	غیر متعلق
Issue from	کاتبہ ہونا	Indulge in	ملوث ہونا

Jealous of	حاسد ہونا	Jeer at	مذاق اڑانا
Jest at	مذاق کرنا، دل کی کرنا	(be the) Judge of	منصف ہونا
Junior to	چھوٹا ہونا	Justification for	وضاحت
Joy in	خوش ہونا		

Keen on	مشتاق، گرویدہ	Key to	کل ہونا، چابی
Kind to	مہربان	Knock at/on	دنگ ہونا
Know of	جاننا		

Lament for	کوہ زاری	Land in/on/at	جہاز یا دروازے اترنا
Laugh at/about	پر ہنسا	Lavish in/with	بہت مٹی، فائش
Laugh at	مذاق اڑانا، زچ کرنا	Lead to	کی طرف لے جانا
Lean against/one	جھکنا	Lean on/upn	اتھکا کرنا
Lecture on/in/about	سجود دینا	Level with	کے برابر
Liable for/to	ذمہ دار	Lie in/on	لیٹنا
Liking for	پسندیدگی	Listen to	غور سے سننا
Live on	چینا	Long for	خواہش کرنا
Loyal to	وفادار	Lust for	ہوس رکھنا

Mad at/with sb	کسی شخص سے غصے میں	(be) Made of	بنی ہوئی، بنا ہوا
Mad about sth	کسی بات پر غصے میں	Made on/about/for	فریفتہ، قہرا
Married to	شادی ہونا	Marry to	شادی کرنا
Marvel at	حیران ہونا	Match for	جوز
Meddle with/in	مداخلت کرنا	Meditate on/upon	غور کرنا
Menace to	خطرہ	Merge into/with	مدم ہونا
Mindful of	باخبر	Minister to	مددگار

Motive for	سبب	Mourn for	سوگ منانا، افسردہ ہونا
Murmur against	شکایت کرنا	Muse over/upon/on/about	سوچنا، غور و فکر کرنا

N

Natural for	فطری	Necessary for	ضروری
Necessity for/of	ضرورت	Need for/of	ضرورت
Neglect of	کوتاہی	Neglectful of	غافل
Nomination to/for	نامزدی	Notorious for	بدنام

O

Obedience to	پابندی	Object to	اعتراض کرنا
Obliged to sb for sth	ممنون	Obnoxious to	مگروہ
Observation on/out	مشاہدہ، ملاحظہ	Obstruction to/from	رکاوٹ
Occupied with/in	مشغول، مصروف	Occur to	ذہن میں آنا
Offence against	غیر قانونی حرکت	(be) Offended at/by	ناراض
Operate on	آپریشن کرنا	Opportunity for	موقع
Opposite to	مخالف	Opposition to	مخالفت
Order for	اشیا کا آرڈر	(be) overwhelmed with/by	مغلوب

P

Painful to/for	تکلیف دہ	Parallel to/with	متوازی
Part from	کسی شخص سے جدا ہونا	Part with	کسی چیز سے جدا ہونا
Partial to/towards	پسند کرنا	Participate in	شریک ہونا، حصہ لینا
Passion for	شوقیدگی	Pay for	قیمت ادا کرنا
Peculiar to	مخصوص	Pay to	کسی کو ادائیگی کرنا
Persist in/with	تکرار ہٹانے رہنا	Pertain to	تعلق ہونا
Play on	ساز بہانا	Plead with sb	کسی سے التجا کرنا
Plead for sth	کسی چیز کیلئے التجا کرنا	Pleasant to sb	مہربان
(be) pleased with sb	کسی سے خوش ہونا	(be) Pleased at/about sth	کسی چیز پر خوش

Plunge into/in	زور شور سے شروع کرنا	Ponder over/on/about	غور کرنا
Popular with/among	قبول	(be) possessed of	مالک ہونا
Power over	اقتدار	Pray for	کسی کیلئے دعا کرنا
Pray to	دعا سے دعا کرنا	Precious to	میں
Preface to	آریاچہ	Prefer to	ترجیح دینا
Preferable to	قابل ترجیح	Prepare for	تجاری کرنا
Preserve from	محفوظ رکھنا	Preside at/over	صدارت کرنا
Pretext for	برہان	Prevail upon/on	ترغیب دینا
Prevent from	روکنا	Pride in	تکبر کرنا
Prior to	سے قبل	Productive of	پیدا کرنے والا
Proficient in/at	ماہر	Prone to	کی طرف مائل
Proper for	موزوں	Protect from/against	بچانا
Proper to	کے لیے مخصوص	Proud of	مغرور ہونا
Punish for	کے لیے سزا دینا	Punish by/with	کے ساتھ سزا دینا
Persuade into	ترغیب دینا		

Q

Quake with	کاہنچا	Quarrel over/about	کسی چیز پر جھگڑنا
Quarrel with	کسی شخص کیساتھ جھگڑنا	Quick at	ذہن، سمجھ میں تیز
Quote from	سے حوالہ دینا		

R

Radiant with	سے دکھنا	Read for	تیار
Reason for	وجہ	Reason with sb	قابل کرنے کیلئے کسی سے بحث کرنا
Rebel against	بغاوت	Reconcile to	برداشت گوارہ کرنا
Recover from	صحت یاب ہونا	Reconcile with	صلح کر لینا
Reduce to	کم کرنا	Refer to	حوالہ دینا
Reference to	حوالہ	Regard for	احترام، تعریف
Regardless of	بے پرواہ	Regard to	دھیان، توجہ
Rejoice at/in/over	خوش ہونا	Relate to	متعلق

Relevant to	متعلقہ	Relish for	ذوق
Rely on/upon	بھروسہ کرنا	Remarkable for	غیر معمولی، حیران کن
Remedy for	دوا، علاج، تہذیب	Remind of/about	یاد دلانا
Remorse for	ندامت	Remote from	دور
Renowned for	مشہور	Repent of	پچھتاؤ
Repentance for	پچھتاؤ	Replete with	بھرا ہوا
Reply to	کسی کو جواب دینا	Reply with	کسی چیز سے جواب دینا
Reputation for	شہرت	Request for	درخواست
Require of	طلب کرنا	Requisite for/of	خاص مقصد کے لیے ضروری چیز
Rescue from	بچانا	Resemblance to	مشابہت
Resign from	عہدے سے استعفیٰ دینا	Resistance to	مذاہمت
Resign to	نہ چاہتے ہوئے قبول کر لینا	Resolve on	پکا فیصلہ
Respite from	وقفہ	Responsibility for	کسی چیز کے لیے ذمہ داری
Responsible to	کسی کو جواب دہ	Responsibility to/towards	کسی شخص سے متعلق ذمہ داری
Responsible for	کسی چیز کے جوابدہ	Rest on/upon	پر انحصار کرنا
Result from	کے سبب رونما ہونا	Result of	نتیجہ
Retire from	دست بردار ہونا	Reverence for	احترام
Revolt against	بغاوت کرنا	Reward for	کسی چیز کے صلہ میں انعام
Reward sb with sth	کسی کو چیز کا انعام دینا	Rich in	سے بھرپور
Rivalry with	کسی سے رقابت	Rivalry for	کسی چیز کیلئے رقابت
Rob of	لوٹنا	Rivalry over	حکومت کرنا

S

Sacred to	مقدس	Satisfied with	مطمئن
Save from	بچانا	Search for	تلاش تلاش کرنا
Save for	بچت کرنا	Secure from/against	سے محفوظ
Seek for	پہنچ کرنا	Send for	بلا بھیجنا
Seed sb/sth out	بذر بچھانے کے بعد پالنا	(be) sensible of sth	باخبر، آگاہ
Sever from	سے جدا کرنا	Shake sth off	کسی چیز سے چھٹکارہ حاصل کرنا
Shocked at/by	صدمہ پہنچانا	Short of	قلت رکھنا

Short on sth	کسی خوبی کا نہ ہونا	Sick of	بیزار
Side with	ساتھ دینا	Side against	کسی کے خلاف ساتھ دینا
Silent about/on	خاموشی	Similar to/in	متشابہ
Sink into	میں ڈوب جان	Skilful at	ماہر
Slave to/of	غلام	Skilled at/in	ماہر، قابل
Slow in	ست	Smile at	مسکراتا
Sneer at	مذاق اڑانا	Sorrow fro/at/over	غم، افسوس
Sorry for/about	افسردہ، شرمندہ ہونا	Spy on sth/sb	چھپکے سے نگرانی کرنا
Stare at	گھورنا	Spy for	کس کے لیے جاسوسی کرنا
Spy sth out	چھپکے سے معلومات اکٹھی کرنا	Stick to	ڈبے رہنا
Stoop to	اعلیٰ مقام/اخلاق سے گر جانا	Strange to	اجنبی
Strive for	کے لیے جدوجہد کرنا	Strive against	کے خلاف جدوجہد کرنا
Subject to	تابع ہونا	Succeed to	دارالش بننا
Succeed in	کامیاب ہونا	Successful in/at	کامیاب
Sufficient for	کافی	Suitable for	موزوں
Superior to	برتر	Supply sth to sb	فراہم کرنا، مہیا کرنا
Supply sb with sth	فراہم کرنا، مہیا کرنا	Supremacy over	بالادستی
Sure of/about	پریقین	Surprised at/by	حیران
Surrender to	ہتھیار ڈال دینا	Surrounded with/by	گھرا ہوا
Suspicious about/of	شک میں ہونا	Sympathize with	ہمدردی کرنا
Sympathy for	ہمدردی	In search of sth	کی تلاش میں

T

Take after	ماں باپ کی شکل یا خصوصیات کا حاصل ہونا	Taste fro/in	پسند، ذوق
Taste of	پہلا تجربہ، مزہ، ذائقہ	Teem with	بھرا ہوا
Tend to/towards	ماں کی ہونا	Thankful for	شکر گزار، ممنون
Tend to	خیال رکھنا	Think of/about	کے بارے میں سوچنا
Think over	غور و خوض کرنا	Thrust at	ٹکوار اچا قوسے حملہ کرنا
Tide over	قابو پانا	Thrust on/upon	زبردستی تھوپ دینا
Tired of	اکتا جانا	Trade in	کسی چیز کی تجارت کرنا
Trade with	کسی کے ساتھ تجارت کرنا	Traitor to	غدار
Tremble with	کانپنا	Trifle with	کسی کو مناسب عزت نہ دینا

Triumph over	فتح پانا	True to	مخلص
Trust in	بھروسہ رکھنا		

U

Unfit for	ناموزوں	Unknown to	انجانے
Urge on	ترغیب دینا	Used for/of	استعمال
Used to	عادی	Useful to	کسی شخص کے لئے مفید
Useful for	کسی شے کے لئے مفید		

V

Vain of	مغرور	Variance with	مختلف
Versed in	ماہر	(Be) vested with	عطا کیا جانا
Vest sb with sth	کسی کو کسی چیز کا قانونی حق دینا	Victim to	شکار
Sth vested in sb	کسی ملکیت ہونا	Vie for	کسی چیز کے لیے مقابلہ
Vexed with/at	پریشان	Victory over/against	فتح
Vie with sb	کسی سے مقابلہ	Void of	خالی
Vote for	کسی کے حق میں ووٹ دینا	Vote against	کسی کے خلاف ووٹ دینا

W

Wait for	انتظار کرنا	Wait on	نوٹ کر کے طویل خدمت کرنا
Want for	کم ہونا	Wanting in	کمی ہونا
Warn of/about /against	تنبیہ کرنا	Warrant for	جواز، گرفتاری کا حکم
Wary of	محاط، ہوشیار	Watch over	چونکھاری کرنا
Weak in	بہتر نہ ہونا	Weary of	بیزار
Wish for	خواہش کرنا	Withdraw from	دست بردار ہونا
Witness to	شہادت، گواہی	Wonder at	حیران ہونا
Work at/on	کسی چیز پر کام کرنا	Work for	خاص مقصد کے لیے کام کرنا
Worthy of	کے لائق	Wrestle with	مقابلہ کرنا

Y

Yearn for/after	خواہش کرنا، آرزو مند ہونا	Yield to	اطاعت کرنا
Yoke with	ساتھ جٹا ہوا	Yearn over	پرہم آنا

Z

Zeal for	جوش	Zealous in	بہر جوش
Zest for	لفظ مزہ		

PREPOSITION EXERCISES (MCQs)

PREPOSITIONS EXERCISE 1

Q: Tick the right answer:

- We placed the book shelf.
(a) at (b) over (c) under (d) on
- Keep the canned food freezer.
(a) into (b) on (c) in (d) at
- We were waiting the station.
(a) for (b) at (c) over (d) on
- The cat was sitting the table.
(a) on (b) up (c) at (d) over
- The passengers jumped bus.
(a) over (b) off (c) out (d) to
- She went with her friends the bus top.
(a) into (b) to (c) at (d) from
- The planes flew in formation the fields.
(a) over (b) on (c) above (d) at
- The teacher was sitting the table.
(a) into (b) over (c) on (d) at
- My keys are my bag.
(a) with (b) at (c) in (d) on
- He has not come; so he is home today.
(a) into (b) at (c) in (d) on

ANSWER KEYS

1. d	2. c	3. b	4. a	5. c
6. b	7. a	8. d	9. c	10. b

PREPOSITIONS EXERCISE 2

Q: Tick the right answer:

- You may leave five O'clock.
(a) about (b) after (c) at (d) in
- We must complete the project two weeks.
(a) about (b) within (c) at (d) in

3. She will be ready to go ten minutes.
(a) in (b) within (c) after (d) by
4. He has been working morning.
(a) from (b) till (c) since (d) for
5. He has been working two hours.
(a) from (b) for (c) since (d) till
6. Khalid will start his journey Friday.
(a) on (b) after (c) at (d) by
7. He can visit her noon.
(a) by (b) about (c) in (d) at
8. She goes to bed midnight.
(a) by (b) after (c) at (d) in
9. They reached the examination hall time.
(a) before (b) in (c) on (d) at
10. The train reached the station exactly time.
(a) at (b) before (c) in (d) on

ANSWER KEYS

1. c	2. b	3. a	4. c	5. b
6. a	7. d	8. c	9. b	10. d

PREPOSITIONS EXERCISE 3

Q: Tick the right answer:

1. He did not agree her proposal.
(a) at (b) to (c) with (d) over
2. His boss is angry him.
(a) with (b) to (c) from (d) at
3. He is blind one eye.
(a) from (b) at (c) in (d) of
4. She congratulated me my success.
(a) after (b) on (c) upon (d) at
5. Can't you give smoking?
(a) up (b) over (c) on (d) in
6. Keep the left.
(a) under (b) upon (c) at (d) to
7. Eggs are sold dozen.
(a) with (b) into (c) by (d) in
8. The pen is to write
(a) for (b) with (c) from (d) in
9. They are looking their lost book.
(a) after (b) into (c) at (d) for
10. You are suffering malaria.
(a) for (b) from (c) at (d) with

ANSWER KEYS

1. b	2. a	3. c	4. b	5. a
6. d	7. c	8. b	9. d	10. b

PREPOSITIONS EXERCISE 4

Q: Tick the right answer:

1. They have no confidence their leader.
(a) in (b) at (c) over (d) on
2. He did not agree you in this matter.
(a) at (b) upon (c) with (d) to
3. He aimed the bird and fired.
(a) upon (b) at (c) for (d) on
4. I have faith her ability to work.
(a) in (b) upon (c) on (d) over
5. Smoking is injurious health.
(a) upon (b) on (c) for (d) to
6. She would abide her promise.
(a) by (b) upon (c) on (d) for
7. Her parents consented her marriage.
(a) with (b) to (c) in (d) on
8. He is different his brother.
(a) to (b) off (c) of (d) from
9. He availed himself the opportunity.
(a) from (b) of (c) off (d) in
10. My friend did not agree me.
(a) from (b) with (c) at (d) to

ANSWER KEYS

1. a	2. c	3. b	4. a	5. d
6. a	7. b	8. d	9. b	10. d

PREPOSITIONS EXERCISE 5

Q: Tick the right answer:

1. You should be conscious your shortcomings.
(a) off (b) from (c) of (d) about
2. A boy complained the Principal against me.
(a) for (b) to (c) into (d) from
3. We should not count selfish friends.
(a) on (b) from (c) in (d) for
4. This secret should remain confined you.
(a) into (b) within (c) with (d) to

5. I feel sorry..... the poor.
(a) at (b) over (c) for (d) about
6. Beware.....pick-pockets.
(a) off (b) of (c) about (d) from
7. I shall not agree.....his proposal.
(a) upon (b) from (c) with (d) to
8. The police fired.....the crowd.
(a) upon (b) at (c) on (d) over
9. Hard work is the key.....success.
(a) for (b) to (c) of (d) from
10. You can introduce him.....me.
(a) to (b) for (c) from (d) with

ANSWER KEY

1. c	2. b	3. a	4. d	5. c
6. b	7. d	8. b	9. b	10. a

PREPOSITIONS EXERCISE 6

Q: Tick the right answer:

1. People fall victims.....dangerous drugs.
(a) of (b) to (c) for (d) from
2. He winked.....me
(a) for (b) off (c) to (d) of
3. He fell.....a deep ditch and broke his knee.
(a) in (b) at (c) over (d) into
4. This driver is in the habit.....driving fast.
(a) off (b) from (c) of (d) for
5. Police opened the fire.....the demonstrators.
(a) upon (b) at (c) on (d) to
6. He was accused theft.
(a) off (b) with (c) for (d) of
7. She was angry.....my behaviour.
(a) upon (b) at (c) with (d) over
8. He was reluctant.....leave smoking.
(a) off (b) to (c) of (d) from
9. He died.....a cancer.
(a) off (b) from (c) N with (d) of
10. We feel pity.....the drug users.
(a) for (b) over (c) on (d) upon

ANSWER KEYS

1. b	2. a	3. d	4. c	5. b
6. d	7. b	8. b	9. d	10. a

PREPOSITIONS EXERCISE 7

Q: Tick the right answer:

1. This secret is you and me.
(a) Between (b) among (c) in (d) with
2. I cannot make what he has written.
(a) from (b) out (c) for (d) up
3. He spent the money foolishly and got debt.
(a) over (b) upon (c) into (d) in
4. He carried his father's business.
(a) upon (b) out (c) over (d) on
5. Have you carried her orders?
(a) out (b) upon (c) on (d) over
6. She made her mind to be firm in that matter.
(a) from (b) up (c) over (d) upon
7. She is really expert designing.
(a) at (b) on (c) in (d) with
8. She is not proud her beauty.
(a) off (b) upon (c) at (d) of
9. Your face is familiar.....
(a) to (b) from (c) with (d) for
10. The teacher beat the boy a stick.
(a) from (b) with (c) by (d) at

ANSWER KEYS

1. a	2. b	3. c	4. d	5. a
6. b	7. c	8. d	9. a	10. b

PREPOSITIONS EXERCISE 8

Q: Tick the right answer:

1. I will not object what you do.
(a) upon (b) over (c) on (d) to
2. He is home in English.
(a) at (b) aver (c) from (d) in
3. You will have to account your deeds.
(a) from (b) for (c) in (d) on
4. He died an accident.
(a) off (b) at (c) in (d) of
5. He died liver cancer.
(a) from (b) off (c) with (d) of
6. At last, he yielded our point of view.
(a) to (b) at (c) before (d) on
7. He fell a victim evil ways.
(a) upon (b) to (c) at (d) on

8. We were surprised his failure
(a) of (b) over (c) at (d) on
9. Trust God and do the right
(a) upon (b) with (c) on (d) in
10. Some qualities are common all animals.
(a) to (b) among (c) in (d) with

ANSWER KEYS

1. d	2. a	3. b	4. c	5. d
6. a	7. b	8. c	9. d	10. a

PREPOSITIONS EXERCISE 9

Q: Tick the right answer:

1. He came to see me 5 a.m. yesterday.
(a) at (b) in (c) on (d) by
2. He gets up early the morning.
(a) at (b) in (c) of (d) on
3. Mr. Hamid is not the room.
(a) at (b) into (c) in (d) with
4. Bashir walked the room.
(a) at (b) in (c) on (d) into
5. He distributed the money the two of them.
(a) between (b) among (c) among (d) in
6. He refused to distribute his property his four sons and four daughters.
(a) between (b) among (c) in (d) into
7. This book was written my brother.
(a) with (b) to (c) by (d) from
8. The tiger was angry the jackal.
(a) from (b) by (c) to (d) with
9. The farmer's wife laughed her husband.
(a) at (b) on (c) with (d) by
10. The police man ran the thief.
(a) before (b) after (c) front (d) off

ANSWER KEYS

1. a	2. b	3. c	4. d	5. a
6. b	7. c	8. d	9. a	10. b

PREPOSITIONS EXERCISE 10

Q: Tick the right answer:

1. The soldier was not afraid the tiger.
(a) from (b) off (c) of (d) by

2. I shall fetch some water you in a few minutes.
(a) from (b) with (c) to (d) for
3. Islamabad is Rawalpindi and Murree.
(a) between (b) among (c) from (d) with
4. He wrote a letter a fountain pen.
(a) by (b) with (c) from (d) of
5. He sat the arm chair.
(a) on (b) upon (c) in (d) into
6. He sits me on the bench.
(a) besides (b) for (c) within (d) by
7. It is impossible to come back a week.
(a) within (b) to (c) in (d) by
8. He began working in the school the 1st of March.
(a) for (b) from (c) since (d) by
9. He is fond reading books.
(a) in (b) for (c) of (d) off
10. Khalid is not interested games.
(a) into (b) for (c) with (d) in

ANSWER KEYS

1. c	2. d	3. a	4. b	5. c
6. d	7. a	8. b	9. c	10. d

CSS 2012

Q1. Complete the sentences

1. Knowledge is like a deep well fed by springs, and your mind is a little bucket that you drop in it.
a. External b. Perennial c. Immortal d. Lovely
2. The unruly behaviour of children their parents.
a. Aggrieved b. Impeached c. Incensed d. Tempered
3. He suggests that the meeting postponed.
a. Is b. Be c. Must d. Would be
4. The landscape was truly so arid that even the Hardest Plant could not survive.
a. Lurid b. Parched c. Verdant d. Variegated
5. His statement was so that everyone was left in doubt.
a. Equitable b. Innocuous c. Dogmatic d. Equivocal
6. I certainly do not your driving your car over the speed limit.
a. Approve in b. Approve with c. Approve of d. Approve for
7. The Eagle swooped and a sleeping lizard
a. Carried down b. Carried up c. Carried off d. Carried in
8. A young officer was the task of taking prisoners to the rear.

- a. Charged by b. Charged in c. Charged for d. Charged with
 9. It seemed he was going to him but he controlled himself.
 a. Lash out at b. Lash out in c. Lash out to d. Lash out on
 10. I am not going to this book at any cost.
 a. Part from b. Part up c. Part for d. Part with

ANSWER KEYS

1. b	2. c	3. b	4. b	5. d
6. c	7. c	8. d	9. a	10. d

9. VERBS

A Verb is a word that shows some action or state. It is used for saying something about the activity or state of a person or a thing.

Zara wrote a letter.	(wrote—action or activity)
Sara is present in the class.	(is—state or condition)
Shiza looks very smart.	(look—state or condition)
He drives a taxi in the day time.	(action verb — some activity)
He owned a house in that city.	(state verb — no action)
You are surely a man of courage.	(state verb — no action)

Characteristics of Verbs:

Verbs show the following characteristics:

1. A verb changes time or Tense.

Khalid <u>sings</u> a song.	(Simple Present)
Khalid <u>sang</u> a song.	(Simple Past)
Khalid <u>has sung</u> a song.	(Present Perfect)

Because a verb changes time, it has certain endings:

-s, ed, -en, -ing

Because a verb change time, it also has certain helping verbs like **is, are, am, will, would** etc.

2. Most verbs show action:

The subject does something: For example:

That girl is taking exercise, (**doing something**)

3. Some verbs indicate state:

They are as follows:

Example:

You **seem** angry. (verb followed by an adjective, called **complement**)

The flower **smells** sweet. (verb followed by an adjective)

THE KINDS OF VERBS

Verbs are subdivided into three main classes:

1. Transitive
2. Intransitive
3. Auxiliary or Helping

1. Transitive Verbs:

A verb is transitive if the action does not stop with the doer, but passes from the doer to an object.

Love + object

Hate + object

Complete + object

Encourage + object

The mother loves her daughter.

Perhaps you hate him.

You must complete this work.

We should encourage Khalid.

2. Intransitive Verbs:

A verb is intransitive when the action stops with the doer, and does not pass from the doer to an object.

We sleep.

The children are laughing.

Fall, go, appear, laugh, weep.

Depending on the use and context, the same verb may be transitive as well as intransitive. For Example:

He looked at me.

He looked at ease.

They fly a kite.

The birds fly.

(no need of any object)

(no need of any object)

(Transitive...the object is "me")

(Intransitive..."at ease" is not an object)

(Transitive... the object is "a kite")

(Intransitive...no need of an object)

3. Auxiliary or Helping Verbs:

An auxiliary verb is that verb which helps to form a tense or mood of some other verbs.

a. I can; I can go.

b. I am; I am a student.

Two categories: Helping verbs are of two categories:

a. am, is, are, was, were, had, have, has.

b. do, does, did, will, would, shall, should, can, could, may, might, must.

He does not go there.

STRONG VERBS & WEAK VERBS

Verbs are divided into two classes according to the manner in which they form the Past Tense from the present. These two classes are:

a. Weak Verbs

b. Strong Verbs

The Weak Verbs: If a verb forms its Past Tense by the addition of -d, -ed, or -t, it is called a Weak Verb. For example:

believe — believed (addition of "d")

call — called (addition of "ed")

burn — burnt (addition of "t")

Exceptions: Some weak verbs form their Past Tense with some change of the inside vowel, or some other changes. For example:

bleed — bled

kneel — knelt

catch — caught

pay — paid

The Strong Verbs: If a verb forms its Past Tense by merely changing the inside vowel of the Present Tense without having -ed, -d, or -t, added to the Present Tense, it is called a Strong Verb. For example:

come — came

get — got

break — broke

MOODS OF VERBS

Definition:

a. The mood is the form of verb that shows the mode or manner in which a thought is expressed.

b. The mood of a verb indicates the mode or manner in which the verb is used.

English verbs have four moods: indicative, imperative, infinitive, and subjunctive.

1. The Indicative Mood:

This mood applies to most verbs to make a statement to ask a question, to express feelings.

Examples:

We go to college every day. (statement)

How is your study going on? (question)

What a surprising success! (feelings)

2. The Imperative Mood:

This mood is used to express a command, a piece of advice, a request, and a prayer.

Examples:

Sit down and do not move. (command)

Take care of your health. (advice)

Kindly, help us. (request)

3. The Infinitive Mood:

This mood is used to name an action without mentioning time or tense.

(To + 1st form of verb) — to go, to help, to write (only action, no mention of tense or time—)

Examples:

Now, we want to go home.

He wanted to help the poor man.

Would you like to eat something?

To err is human, to forgive, divine.

4. The Subjunctive Mood:

This mood is used to express wisdom, desire, something as a condition.

Examples:

Would that I were a great scholar! (wish, desire --- کاوش)

I wish I were a rich man! (wish --- کاوش)

If she be guilty, let her be punished. (condition --- اگر وہ مجرم ہوگی)

Walk with care lest you should fall. (supposition --- ایسا نہ ہو کہ)

CORRECT USE OF TENSES

Structure of Tenses:

A verb indicates the time of an action, event or condition by changing its form. Through the use of a sequence of tenses in a sentence or in a paragraph, it is possible to indicate the complex temporal relationship of actions, events, and conditions.

VERB TENSE: ASPECT

In order to show at what stage an action is, each of the three tenses has been subdivided into four heads. These subdivisions are:

TENSE	INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
Present	I play	I am playing	I have played	I have been playing
Past	I played	I was playing	I had played	I had been playing
Future	I shall play	I shall be playing	I shall have played	I shall have been playing

Thus the tense of a verb shows not only the time of an action or event but also the state of that action.

Therefore, we can define the Tense as that (the) form of a verb which indicates the time when an action or event takes place. It also refers to the degree of completeness or incompleteness of that action or event.

THE PRESENT TENSES

1. Present Indefinite Tense (فعل حال مطلق)

2. Present Continuous Tense (فعل حال جاری)

3. Present Perfect Tense (فعل حال مکمل)

4. Present Perfect Continuous Tense (فعل حال مکمل جاری)

Present Indefinite Tense (فعل حال مطلق)

(Indication, Formation, Usage and Practice)

Indication of the Tense (پہچان):

(First Form of verb is used—with third person singular -s, or -es is added) (تیسری صورت، تیسری شخص، س، یا -es لگائی جاتی ہے۔)

We buy some books.

She buys some books

Formation Methods:

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبریں)	Subject (S) + 1 st form of Verb (VI) + Object (O)
Negative (منفی)	Subject (S) + does/do + not + 1 st form of Verb (VI) + Object (O)
Interrogative (سوالیہ)	Does/Do + Subject (S) + 1 st form of Verb (VI) + Object (O)?

i. Formation of Assertive Sentence: (خبریں بنانے کا طریقہ)

Subject (S) + 1st form of Verb (VI) + Object (O)

a. In the Present Indefinite Tense the first form of the verb is used as:

- I learn my lesson.
- We pray to God daily.
- She usually helps me.
- We eat mangoes.
- They reach the school in time.

b. if the subject is of the third person and singular in number, we add 's' or 'es' to the first form of the verb as:

- Wajid tells a lie.
- She speaks the truth.
- Anif goes to school.
- Mrs. Ali teaches us English.

Note:

- We add 'es' to the verbs which end in 'o', 's', 'ss', 'sh', 'eh' or 'x'.
- If some verb has 'y' after a consonant, change 'y' into 'i' and add 'es' to it; as carry-carries, destroy-destroys, pray-prays etc. however, this rule does not apply in the condition of 'y' follows a vowel in the verb.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + does/do 1st form of Verb (V) + Object (O)
If the subject of a sentence happens to be anyone of 'I', 'we', 'you', 'they' or plural nouns, put *do not* with them.

Similarly, if the subject is anyone of the, 'she', 'it' or any other III person singular noun, *does not* will be used with them.

Begin the sentence with 'Do not' in Imperative sentences as:

- I do not tell a lie.
- Do not sit here.
- Dilshad does not learn his lesson.
- Exception-He never takes tea.

Note: Here the sentence means---- He does not ever take tea.

iii. Formation of Interrogative Sentence: (سوالاتی جملہ بنانے کا طریقہ)

Does/Do + Subject (S) + 1st form of Verb (V) + Object (O)

'Do' or 'does' is used in Interrogative, Negative and Emphatic sentences. *do, does* is placed before the subject and the first form of the verb is placed after the subject, e.g.

- Do you like your new school?
- Does he know you well?
- When does he get up?

i. Emphatic Sentences

- You do smoke but do not confess.
- He does go to the movie, but on Sundays.

Note: Only the first form of the Verb is used with 'do' and 'does'.

USES OF THE PRESENT INDEFINITE TENSE

1. The simple Present Tense is used with the words:

- always, every day, every week, every month,

- once a week, twice a week, frequently, generally,
- sometimes, usually, quite often etc.

2. To express some habitual action, daily routine or custom; as

I go out for a walk daily.

My father always reaches the office in time.

He takes exercise in the morning daily.

3. To express certain general/universal, permanent truth as:

Ice melts at 0° centigrade.

The earth moves round the sun.

The rose smells sweet.

Honesty pays in the long run.

4. To express certain fact that is true at the time of speaking:

Our school opens at 10 A.M these days.

I live in Lahore.

Here comes my uncle.

In exclamatory sentences beginning with here and there to express what is actually taking place at the time of speaking.

Here comes the gardener!

There she hides!

5. To express a situation or a fact that is permanent.

Our school faces to the North.

Lahore stands on the bank of the Ravi.

This road leads to Rahimyar Khan.

6. To narrate different actions taking place at the time of speaking.

Asim carries the ball.

He hits it hard and scores a goal.

7. To describe activities in progress when there is stress on the succession of happenings, e.g., in broadcasting commentaries or sporting events.

She carries the ball. He hits it hard and scores a goal.

8. To narrate a past event through a dramatic narrative for the sake of vividness.

Sultan Suleman now draws his sword and attacks the enemy.

When the curtain rises, Saba is seen sitting on his throne.

Sohrab now rushes forward and deals a heavy blow to Rustam.

Immediately, the police hurries to the place of accident.

9. To express a planned future action.

His marriage comes off next week.

The train steams off at 11 O'clock.

The ship sails for England next week.

I leave for Karachi tomorrow.

Our annual examination begins on 10th March.

10. To express a subordinate clause of time and condition introduced by 'if, till' or 'when' in a conditional sentence.

If you run fast, you will catch the train.

When you reach there, send me, a telegram.

She will come out if you call her.

I shall wake up when the cock crows.

I shall stay here till you get ready.

11. To begin imperative sentences.

Obe your teachers.
Always speak the truth.

12. To quote someone; as,

He says, "Beauty needs no ornaments".
Shelley says, "If winter comes, can spring be far behind?"
Browning says, "Who knows the world may end tonight".

Note -

- The Present Indefinite Tense generally contains such Adverbs and Adverb Phrases as
 - Always, frequently, daily, generally, often, sometimes, usually etc.
 - Every day, every week, every now and then, every month,
 - once a week, thrice a week etc.
- Such phrases as 'at the moment,' 'at present' etc. are not used in this tense.
- This tense can be used in place of Present Continuous Tense with the (those) verbs which cannot be used in Continuous. For example:
 - Verbs of appearance**
e.g. appear, look, seem
 - Verbs of thinking**
e.g. agree, believe, consider, deem, forget, know, imagine, mean, mind, remember, think, suppose, understand.
 - Verbs of emotion**
e.g. desire, feel, hate, hope, like, prefer, love, refuse, want, wish.
 - Verbs of perception**
e.g. hear, notice, recognize, see, smell.
 - Verbs of possession**
e.g. belong, contain, consist of, own, possess.

Incorrect	Correct
He is loving me.	He loves me.
I am thinking you are in the wrong.	I think you are in the wrong.
She is looking sad.	She looks sad.
He is having a Suzuki Car.	He has a Suzuki Car.
These grapes are tasting sour.	These grapes taste sour.

Exceptions: The verbs listed above convey a changed meaning if they are used in the present continuous tense, e.g.

She is thinking of going abroad. (has the idea of)

They are having lunch. (busy in taking)

She is feeling bitter now. (has become)

EXERCISE 1

- Snow in the sun. (melt)
- Dogs at night. (bark)
- A stove water. (heat)

- Noise the ears. (harm)
- He English. (speak)
- The Sun in the East. (rise)
- Water towards depth. (flow)
- We Allah. (worship)
- Khalid on holidays. (not work)
- The Indus towards the Arabian Sea. (flow)

ANSWERS

- melts
- bark
- heats
- harms
- speaks
- rises
- flows
- worship
- does not work
- flows

PRESENT CONTINUOUS TENSE (فعل حال جاری)
(Indication Formation, Usage and Practice)

Indication of the Tense (بیان):

(is, am, are + -ing form) (رہا ہے، رہے ہیں)

I am learning English.

Lyca is learning English.

Formation Methods:

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبریں)	Subject (S) + is/are/am + 1 st form of Verb (VI) + ing + Object (O)
Negative (منفی)	Subject (S) + is/are/am + not + 1 st form of Verb (VI) + ing + Object (O)
Interrogative (سوالیہ)	Is/are/am + Subject (S) + 1 st form of Verb (VI) + ing + Object (O)

i. Formation of Assertive Sentence: (خبریں بنانے کا طریقہ)

Subject (S) + is/are/am + 1st form of Verb (VI) + ing + Object (O)

In order to form the Present Continuous Tense, we add Present Participle to is, are or am. The Present Singular Noun, 'am' is used with 'I' and 'are' is used with we, you, they and other plural Nouns.

Examples:

- She is singing a song.
- Birds are plying in the sky.
- We are eating mangoes.
- I am writing a story.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + is/are/am + not + 1st form of Verb (VI) + ing + Object (O)

In Negative form, we add 'not' between the Principal verb and operative helping verb.

Examples:

- She is not weeping.
- I am not appearing in the test.
- I am not appearing in the test.
- Farmers are not ploughing their fields.

iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)

Is/are/am + Subject (S) + 1st form of Verb (VI) + ing + Object (O)?

In Interrogative form, the helping verb Is used before the subject.

Examples:

- Are you going home?
- Is it hailing?
- Am I telling a lie?

USES OF THE PRESENT CONTINUOUS TENSE

1. The Present Continuous Tense is use with the words such as: *at this time, at present, at the moment, now, nowadays, still etc.*
2. To describe an action in progress and/or the continuity of the action.
The girls are singing a chorus.
The well is working.
The ducks are swimming in the pond.
3. To describe an action in progress, but not necessarily at the time of speaking.
Pakistan is exporting onions to the Middle East.
What are you writing these days?
I am writing a book on Mathematics.
She is revising her course now.
4. To express an action definitely planned for the near Future.
I am going to Rahimyar Khan tomorrow.
Is she inviting you to the feast?
The schools are closing this Saturday.
We are holding a seminar next month.
5. To express an action has become habit for doing it over and over again.
Ali is always asking questions.
You are always running me down.
She is always borrowing money.

Note:-

The following words are seldom used in the Present Continuous Tense.

- Hear, notice, see, smell.
- Admire, adore, care, desire, forgive, hate, like, refuse, want, wish, know and forget etc.
- Own, owe, belong, possess.
- The above words can however be used in the continuous tenses. In that case, they convey a changed meaning, e.g.,
She is tasting the soup to confirm if it needs more salt.
(She is tasting the flavor of the soup.)
She is thinking of visiting my house.

(thinking of means planning.)
They are having rest.
(having means taking.)

EXERCISE 2

1. She her baby now. (feed)
2. It outside? (rain)
3. She at this moment? (sleep)
4. He to school now-a-days. (not go)
5. He his students at present. (teach)
6. We at this time. (read)
7. She a picture these days. (paint)
8. Today, the girls to school on foot. (go)
9. What are you now-a-days? (read)
10. Are you anything this evening. (do)

ANSWERS

1. is feeding
2. is raining
3. is sleeping
4. is not going
5. is teaching
6. are reading
7. is painting
8. are going
9. reading
10. doing

PRESENT PERFECT TENSE (مضارع کامل)

(Indication, Formation, Usage and Practice)

Indication of the Tense (پہچان):

(have/has + 3rd form of verb) (چکا ہوں، چکے ہیں)

We have thanked him for his kindness.

He has sent me a gift on my birth day.

Formation Methods:

(بنانے کا طریقہ)

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (تصریح)	Subject (S) + has/have + 3 rd form of Verb (V3) + Object (O)
Negative (منفی)	Subject (S) + has/have + not + 3 rd form of Verb (V3) + Object (O)
Interrogative (سوالیہ)	Has/Have + Subject (S) + 3 rd form of Verb (V3) + Object (O)?

i. Formation of Assertive Sentence: (تصریح جملہ بنانے کا طریقہ)

Subject (S) + has/have + 3rd form of Verb (V3) + Object (O)

➤ In the Present Perfect Tense the past participle 3rd form of the verb is used with has or have. 'Has' is added with third person singular subjects, as: 'he', 'she', 'it' and Have is added with 'I', 'we', 'you', 'they' and other plural nouns.

Examples:

- He has won a prize.
- You have insulted me.
- I have taken the dose of medicine.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)Subject (S) + has/have + not + 3rd form of Verb (V3) + Object (O)**Examples:**

- She has not come yet.
- I have not received any information.

iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)Has/Have + Subject (S) + 3rd form of Verb (V3) + Object (O) + ...?**Examples:**

- Has she come?
- Have you applied for CSS?

USES OF THE PRESENT PERFECT TENSE**1. The Present Perfect Tense is used with the words:**

yet, as yet, already, just, just now, so far, since, ever since, presently, once, twice, thrice etc.

2. To express and action that has been recently completed.

I have just received the letter.

We have won the match.

He has chalked out a programme.

3. To describe an action the time of which is not given.

The train has steamed in.

They have left for Australia.

I have seen a snake in the garden.

4. To express an action that began in the past and still continues.

He has worked in this school for five years. (is still working)

I have not seen him since Monday last.

She has lived in Lahore for fifteen years.

Note: Remember that we do not use adverbs of Time denoting the past tense in Present Perfect Tense.

- Father has returned from Karachi yesterday.
- Father has returned from Karachi.
- Father has just returned from Karachi.
- If we want to use and Adverb of Time showing Past Tense, we should better frame the sentence in Past Indefinite.
- Father returned from Karachi yesterday.
- I passed my X class in the year 2006.

EXERCISE 3

1. She tea yet. (not drink)
2. He has just a letter. (receive)

3. Have you ever by train? (travel)
4. She has never wine. (taste)
5. So far, I his offer. (not accept)
6. Why has she not her work till now. (not do)
7. They have already the match. (win)
8. I him since morning. (not see)
9. She me for two days. (not meet)
10. Have you ever a camel? (ride)

ANSWERS

1. has not drunk
2. received
3. travelled
4. tasted
5. have not accepted
6. done
7. won
8. have not seen
9. has not met
10. ridden

PRESENT PERFECT CONTINUOUS TENSE
(Indication Formation, Usage and Practice)**Indication of the Tense (پہچان):**

(have been, has been + -ing form of verb) (تاریکیوں کے ہیں)

You have been wasting your time.

She has been learning her lesson.

They have been writing this book for some years.

Uzma has been playing tennis since morning.

(Note that the present perfect and present perfect progressive are present not past tenses -- the idea is that the speaker is currently in the state of having gone or having been going.)

Formation Methods:

(بنانے کا طریقہ)

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (تقریب)	Subject (S) + has /have + been + 1 st form of Verb + ing + Object (O) + since/for
Negative (منفی)	Subject (S) + has /have + not + been + 1 st form of Verb + ing + Object (O) + since/for
Interrogative (سوالیہ)	Has /Have + Subject (S) + been + 1 st form of Verb + ing + Object (O) + since/for?

i. Formation of Assertive Sentence: (تقریب جملہ بنانے کا طریقہ)Subject (S) + has /have + been + 1st form of Verb + ing + Object (O) + since/for

In order to form the Present Perfect Continuous Tense, we put has been or have been before the Present Participle Form of the Verb as:

It has been raining for two hours.

I have been flying a kite since 2 O'clock.

Examples:

The dog has been barking for three hours.
I have been relying on my Eid bonus to buy some gifts.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + has /have + not + been + 1st form of Verb + ing + Object (O) + since/for

.....
She has not been dancing for an hour.

iii. Formation of Interrogative Sentence: (سوالاتیہ جملہ بنانے کا طریقہ)

Has /Have + Subject (S) + been + 1st form of Verb + ing + Object (O) + since/for

.....?
Has the gardener been watering the plants since morning?

USES OF THE PRESENT PERFECT CONTINUOUS TENSE

1. The present Perfect Continuous Tense is used to describe an action that began in the past, it still continuing and may extend into the Future; as:
She has been waiting for you for three hours.
They have been playing cards since 10 A.M

2. This tense is also used to express an action in a sentence which begins with 'For how long' or 'Since when', as in:
For how long have you been sitting here?

➤ Since when has been just completed. However, its result is visible in the present, as in

I have been studying since morning and I am much tired now.

She has been washing the dishes for an hour and her clothes are dirty now.

Note:

- Since is used for a point of time.
- For is used for a period of time.
- Remember that if time (of the beginning of an action) is given in Present Continuous Tense it would automatically become Present Perfect Continuous Tense.

Mohsin is weeping. (Simple Present Continuous)

However,

Mohsin has been weeping for an hour. (Present Perfect Continuous)

Because Mohsin has been weeping for an hour means he has completed (perfected) some portion of the action of weeping, the action (of weeping) is still continuing. Therefore, it is the sentence of Present Perfect Continuous Tense.

Since (point of time)	For (period of time)
Since morning	For two hours
Since Monday	For a week
Since June	For a long time
Since 1988	For five years

EXERCISE 4

1. It since morning. (rain)
2. We TV since the nightfall (watch)

3. They for the trains a long time. (wait)
4. He as a postman for ten years. (work)
5. The trail on for a long time. (go)
6. How long you in this college? (teach)
7. People for their leader for months. (wait)
8. It for four hours? (hail)
9. The peon the bell for ten minutes. (ring)
10. They in the pool for half an hour. (swim)

ANSWERS

1. has been raining
2. have been watching
3. have been waiting
4. has been working
5. has been going
6. have been teaching
7. have been waiting
8. has been hailing
9. have been teaching
10. have been waiting

PRESENT TENSE: FURTHER ELOBARATED

1. Sometimes the Present Indefinite Tense expresses future time in English; as

- Our party leaves for Sialkot tomorrow morning.
- We stay there for two days.
- We enjoy the beauty of the Fort on the full moonlit night and return the next day.

These sentences are correct. They convey the same sense as:

- Our party will leave for Sialkot tomorrow morning.
- We shall stay there for two days.
- We shall enjoy the beauty of the Fort on the full moonlit night and shall return the next day.

2. Sometimes the work planned for the near future is expressed by present tense as:

- I am leaving for Lahore next week. OR I shall be leaving for Lahore next week.
- Are you coming on Monday? OR Will you be coming on Monday?
- She is not inviting you to her birthday party.
- My sister's marriage comes off next month. OR My sister's marriage will come off next month.
- I am to reach school at 7 A.M. OR I shall have to reach school at 7 A.M.
- You have to show your homework tomorrow. OR You shall have to show your homework tomorrow.
- If a complex sentence has future tense in the Principal clause, present tense in the subordinate clause.
- Your position will be valid only when others will accept it.
- Your position will be valid only when others accept it.

3. Present Tense is also used in conditional sentences in place of Past or Future Tense as:

- As the hot air will cool, the balloon will come down. OR
As the hot air cools, the balloon will come down.
- Unless you admit your fault, I shall not leave you scot free. OR
Unless you will admit your fault, I am not leaving you scot free.
- As far as I calculate he will not help me.

4. Present Tense is used in place of Future Tense when we use 'Going to' as:

- I shall be buying a new frock tomorrow. OR
I am going to buy a new frock tomorrow.
- I am not sure whether she would be inviting me or not. OR
I am not sure whether she is going to invite me or not.

5. Sometimes Present Perfect Tense replaces Past Indefinite or Past Perfect Tense; as:

- I saw 'Mera Sultan', several times. OR
I have seen 'Mera Sultan' several times.
- Had you ever been to Kashmir? OR
Have you ever been to Kashmir?
- He failed in the Secondary School Examination thrice. OR
He has failed in the Secondary School Examination thrice.
- Father just returned from Karachi. OR
Father has just returned from Karachi.
- I passed the B.A examination this year. OR
I have passed the B.A. examination this year.
- I saw this woman somewhere before. OR
I have seen this woman somewhere before.
- I did not finish my work so far. OR
I have not finished my work so far.
- Did you not take your breakfast yet? OR
Have you not taken your breakfast yet?
- I did not see him since Friday last. OR
I have not seen him since Friday last.

THE PAST TENSES

- Past Indefinite Tense (فعل ماضی مطلق)
- Past Continuous Tense (فعل ماضی جاری)
- Past Perfect Tense (فعل ماضی مکمل)
- Past Perfect Continuous Tense (فعل ماضی مکمل جاری)

Past Indefinite Tense (فعل ماضی مطلق) (Indication Formation, Usage and Practice)

Indication of the Tense (پہچان):

(Second Form of verb) (اے، تھے، تھی، تھے، تھی)

They brought some gifts for us.

Someone stole my costly pen.

There lived a beggar in our town.

Formation Methods:

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (تصریح)	Subject (S) + 2 nd form of Verb (V2) + Object (O)
Negative (منفی)	Subject (S) + did + not + 1 st form of Verb (V1) + Object (O)
Interrogative (سوالات)	Did + Subject (S) + 1 st form of Verb (V1) + Object (O)?

i. Formation of Assertive Sentence: (تصریح بنانے کا طریقہ)

Subject (S) + 2nd form of Verb (V2) + Object (O)

➤ In the Past Indefinite Tense the second form of the verb is used as:

- He came here yesterday.
- They killed a lion.
- You wrote a letter.

ii. Formation of Negative Sentence: (منفی بنانے کا طریقہ)

Subject (S) + did + not + 1st form of Verb (V1) + Object (O)

➤ In Negative Sentences 'did not' is put after the subject and first form of the verb is used thereafter as:

- I did not apply for leave.
- You did not attend the class.

iii. Formation of Interrogative Sentence: (سوالات بنانے کا طریقہ)

Did + Subject (S) + 1st form of Verb (V1) + Object (O)?

- Did you show me your homework?
- Did she give you the message?

Exception:

➤ 'Did' is also used to lay emphasis. Only the first form of the verb is used with 'did'.

I did try to solve the question but was not able to solve it.

She did sing, but not with a will.

I did tell you that he was not present in the function.

I never told a lie, (this sentence means --- I did not ever tell a lie)

USES OF THE PAST INDEFINITE TENSE

- To express an action completed in the past with reference to the time of speaking
I saw many birds in the zoo.

- You reached the school late (on) that day.
An accident took place in front of our house.
2. To express habitual or regular action in the past
Gamal always spoke the truth.
I went out for a walk daily in the morning last year.
In those days my mother gave me some pocket money every day.
The habitual past can also be expressed by using 'used to'
When I was a student I used to keep late hours.
He used to read a few chapters of the Bible every day.
But 'used to' means that it happened in the past, now it does not happen.
He used to smoke a lot.
3. To express an event which occurred at a particular point of time in the past
She ran very slowly during the race.
My father came back home yesterday.
4. To express an action which occupied a period of time in the past, which is now ended.
We lived in this house for ten years.
I stayed at the Green Hotel for two months.
5. To express an action where some word, showing past (yesterday, ago, last, etc.) is given in the sentence, as,
He received your message yesterday.
I passed the S.S.C. examination last year.
Pakistan got freedom over six decades ago.
6. To express two action taking place simultaneously (at the same time) as:
While I sipped coffee, I revised my lesson.
While Ali sang, Arif danced.
She watched the T.V. as well as knitted the sweater.
7. To express two actions, where the first action leads instantly to the second action, as —
When he called her a flirt, she hit him.
When the circus show ended, the spectators stepped out.
When I opened the window, the bird flew out.
8. When 'when' or 'while' is used in simple past tense, it indicates that both the actions took place in the same duration of time as:
I played chess while he slept.
When we lived in Lahore, we often travelled by bus.
When I went to bed, the light went out.
9. When 'till', 'until', 'as soon as', 'before' are used in simple past tense, they indicate that one action follows the other as:
She waited for her mother till/until it got dark.
As soon as we bolted the door, some guests arrived.
Verbs of 'knowing', 'understanding' etc. are generally used in simple past tense in time clauses as:
As soon as he understood his mistake, he begged for excuse.
When he perceived his brother's indifference, he left his house.

Note: The difference in the meaning of the following sentences:

- He has worked in this office for five years.

- (He is still working here)
- He worked in this office for five years.
- (He is no longer working here)

EXERCISE 5

- The phone when I was taking a bath. (ring)
- I a letter yesterday. (not write)
- He there last year. (not go)
- you her last evening? (see)
- I M.A. many years ago. (pass)
- She here yesterday morning. (come)
- He two days ago. (die)
- The patient had died before the doctor (come)
- Before they out, it had rained. (go)
- Pakistan the match yesterday? (win)

ANSWERS

- rang
- did not write
- did not go
- did, see
- passed
- came
- died
- came
- went
- won

PAST CONTINUOUS TENSE (فعل ماضی جاری)

(Indication Formation, Usage and Practice)

Indication of the Tense (بیان):

(was, were + -ing form of verb) (رہا، رہے تھے)

Shahid was knocking at the door.

We were enjoying the beautiful sun-rise.

Formation Methods:

(بنانے کا طریقہ)

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (غیر منفی)	Subject (S) + was/were + 1 st form of Verb (VI) + ing + Object (O)
Negative (منفی)	Subject (S) + was/were + not + 1 st form of Verb (VI) + ing + Object (O)
Interrogative (سوالیہ)	Was/were + Subject (S) + 1 st form of Verb (VI) + ing + Object (O)

i. Formation of Assertive Sentence: (غیر منفی جملہ بنانے کا طریقہ)

- Subject (S) + was/were + 1st form of Verb (VI) + ing + Object (O)
- The Past Continuous Tense denotes an action going on in the past. In order to form Past Continuous Tense we add Present Participle to was or were as:
- The train was running at full speed.
- The boys were taking a test in English.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + was/were + not + 1st form of Verb (VI) + ing + Object (O)

She was not weeping.

You were not solving the sums.

iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)

Was/were + Subject (S) + 1st form of Verb (VI) + ing + Object (O)

• Were the sheep grazing in the field?

• Was the gardener plucking flowers?

USES OF THE PAST CONTINUOUS TENSE

1. The Past Continuous Tense is used to express an action that was happening in the past at the time of speaking. The time of the action may or may not be mentioned as:

The old lady was crying at the top of her voice.

They were not making a noise.

Were the milkmen milking the cows?

2. The use of this tense with Past Indefinite Tense denotes that the previous action was going on when the latter action took place; as---

My mother was cooking the food when I reached home.

I was ironing my clothes when my friend called me.

Gamal was taking tea when I visited his house.

EXERCISE 6

- When I met her, she bread. (bake)
- When we entered the room, Ali (sleep)
- He in the pool when the phone rang. (bathe)
- When the teacher entered the classroom, the students a noise. (make)
- The train off when we reached the station. (start)
- I went there to see what Ali (do)
- She said that she her hair. (wash)
- Where he when you saw him last? (live)
- She made tea while I (sleep)
- He slept while the teacher the lesson. (teach)

ANSWERS

- was baking
- was sleeping
- was bathing
- were making
- was starting
- was doing
- was washing
- was living
- was sleeping
- was teaching

PAST PERFECT TENSE (ضلع ماضی تکمیل)
(Indication Formation, Usage and Practice)

Indication of the Tense (پہچان):

(had + 3rd Form of verb) (چکا تھا، چکی تھیں)

The patient had died before the doctor came.

We had finished our talk before he came.

Formation Methods:

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبریں)	Subject (S) + had + 3 rd form of Verb (V3) + Object (O)
Negative (منفی)	Subject (S) + had + not + 3 rd form of Verb (V3) + Object (O)
Interrogative (سوالیہ)	Had + Subject (S) + 3 rd form of Verb (V3) + Object (O)

i. Formation of Assertive Sentence: (خبریں جملہ بنانے کا طریقہ)

Subject (S) + had + 3rd form of Verb (V3) + Object (O)

We often make mistakes while using the past perfect tense. We use 'had' at random.

• I had gone to Lahore yesterday.

➤ Past Perfect Tense is in reality, the past of the past. It is used when we say that an action was completed before another action took place. Both the actions are related to each other in some way. The action already completed is expressed by Past Perfect Tense. The action which takes place later is expressed by Simple Past or Past Indefinite Tense as:

• The train had left before I reached the station.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + had + not + 3rd form of Verb (V3) + Object (O)

• I had not seen you before.

• The doctor had not reached before the patient died.

iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)

Had + Subject (S) + 3rd form of Verb (V3) + Object (O)

• Had he left when you came?

• Had the doctor arrived before the patient died?

USES OF THE PAST PERFECT TENSE

1. The Past Perfect Tense is used to express an action completed before another action took place as:

When he came to me, I had posted the letter.

The match had begun before I reached the playground.

The rain had stopped, when we entered the cinema hall.

2. In a Simple Sentence we never use the Past Perfect Tense unless it has in it some such words; as:

still, before, never, already, till, since etc. as

The mother had already cooked the food.
She had never seen such a terrible sight before.
She had not travelled by a train till then.
I had not written to her since I went abroad.

3. It is also used to express an unfulfilled action in the past; as---
If she had worked hard she would have passed.
If you had come in time we would have taken you with us.
4. It is also used to express an unfulfilled wish in the past as---
I wish I had won the election.
I wish I had accepted the job.
I wish I had appeared in previous year CSS exam.
5. To denote the action or event which has been completed before some point of time.
By afternoon he had completed much work.
At 9 P.M. all the members had come.
By sunset, we had watered the plants.

USE OF PAST INDEFINITE AND PAST PERFECT TENSES IN TIME CLAUSES

We can express time by using some 'time-denoting'. Adverbs or through Adverbial clauses of Time. The combination of two past actions depends upon their mutual relevance.

- I had waited for my friend until he arrived.
- After he had sailed many days the mariner reached the coast.
- She had not been well since she returned from Karachi.
- I had taken a bath when the telephone rang.

EXERCISE 7

1. The patient when the doctor came. (die)
2. It before I came out. (rain)
3. They the exam two days before. (take)
4. She said that she tea. (drink)
5. When I reached school, the peon the bell. (ring)
6. He wine before. (never drink)
7. I asked him if he The exams. (take)
8. They already the exams. (take)
9. She said that she a snake in the room. (just see)
10. She asked me whether meal. (eat)

ANSWERS

1. had died
2. had rained
3. had taken
4. had drunk
5. had rung
6. had never drunk
7. had taken
8. had won
9. had seen
10. had eaten

PAST PERFECT CONTINUOUS TENSE (فعل ماضی مکمل جاری) (Indication Formation, Usage and Practice)

Indication of the Tense (بیان):
(had been+ -ing Form of verb) (تاریقاً، کرتے رہے تھے)

The teacher had been teaching English.
The teacher had been teaching English for two months.
The teacher had been teaching English since June.

Formation Methods:

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبریں)	Subject (S) + had + been + 1 st form of Verb (V1) + ing + Object (O) + since/for
Negative (منفی)	Subject (S) + had + not + been + 1 st form of Verb (V1) + ing + Object (O) + since/for
Interrogative (سوالیہ)	Had + Subject (S) + been + 1 st form of Verb (V1) + ing + Object (O) + since/for?

- i. Formation of Assertive Sentence: (خبریں جملہ بنانے کا طریقہ)
Subject (S) + had + been + 1st form of Verb (V1) + ing + Object (O) + since/for
➤ The Past Perfect Continuous Tense is also used to express an action that had been going on for some time before another action took place in the past as:
 - Children had been playing since morning.
 - They had been playing chess for two hours when I find them.
 - They Arabs had been preparing for war for many years before they attacked Israel.
 - We had been standing in queue for half an hour before the bus arrived.
- ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)
Subject (S) + has /have + not + been + 1st form of Verb (V1) + ing + Object (O) + since/for
In negative form, 'not' is placed after 'had' and before 'been' as:
 - It had not been drizzling since last night.
 - They had not been working on this project for many years.
 - He had not been thinking to go abroad.
- iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)
Had + Subject (S) + been + 1st form of Verb (V1) + ing + Object (O) + since/for?
In Interrogative form, 'had' precedes the subject and 'been' comes after the subject, as:
 - Had you been waiting for me for two hours?
 - Had he been quarrelling with you for some time?
 - Hadn't they been roaring hard for the examination?

EXERCISE 8

1. She said that if since morning. (rain)
2. I asked her if she the class for two days. (attend)
3. She said that she the bike for an hour. (ride)
4. She asked me how long I for her. (wait)
5. He looked tired as he for ten hours. (work)
6. I asked him how long he glasses. (wear)
7. Her hair was wet; she in the pool. (bathe)
8. She said that she to contact me. (try)
9. He said that they to settle the matter for an hour. (try)
10. I told her that I the exam for two years. (take)

ANSWERS

1. had been raining
2. had been attending
3. had been riding
4. had been waiting
5. had been working
6. had been wearing
7. had been bathing
8. had been trying
9. had been trying
10. had been taking

THE FUTURE TENSES

1. Future Indefinite Tense (فعل مستقبل مطلق)
2. Future Continuous Tense (فعل مستقبل جاری)
3. Future Perfect Tense (فعل مستقبل مکمل)
4. Future Perfect Continuous Tense (فعل مستقبل مکمل جاری)

FUTURE INDEFINITE TENSE (فعل مستقبل مطلق)

(Indication Formation, Usage and Practice)

Indication of the Tense (بیان):

(shall, will + first form of verb) (گا، گی، گئے، گئی)

I will send a letter to her.

I shall send a letter to her.

They will lead us to the right path.

Formation Methods:

(بنانے کا طریقہ)

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبریں)	Subject (S) + will/shall 1 st form of Verb (VI) + Object (O)
Negative (منفی)	Subject (S) + will/shall + not + 1 st form of Verb (VI) + Object (O)
Interrogative (سوالیہ)	Will/shall + Subject (S) + 1 st form of Verb (VI) + Object (O)?

i. Formation of Assertive Sentence: (خبریہ جملہ بنانے کا طریقہ)

Subject (S) + will/shall 1st form of Verb (VI) + Object (O)

> The future Indefinite Tense is used to express the action or event which is likely to happen in Future. In this tense we use shall/will between the subject and the first form of the verb. Normally we use 'shall' with pronouns of first person (I, We). Similarly, we use 'will' with the pronouns of second person (you) and third person (he, she, it, they).

He will come tomorrow.

I shall visit GC University, Lahore in coming days.

They will play a football match with National team.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + will/shall + not + 1st form of Verb (VI) + Object (O)

> In Negative sentences 'not' is added after 'shall'/'will' as the case may be like:

We shall not see the picture today.

They will not come here soon.

iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)

Will/shall + Subject (S) + 1st form of Verb (VI) + Object (O)?

> In Interrogative sentences will/shall is placed before the subject and first form of the verb after it as:

Will you go to college today?

Shall we play now?

USES OF THE FUTURE INDEFINITE TENSE

There are several ways of expressing Future Time in English. We can express future action/events in following ways.

In these sentences the Present Indefinite Tense expresses the worked planned for the near future.

i. By using Present Indefinite Tense

Our party leaves for Cairo tomorrow morning.

We stay there for two days.

We enjoy the beauty of Taj Mahal on the full moonlit night and return the next day.

In the sentences given above, planned activities for the near future have been expressed by

ii. By using Present Continuous Tense

I am leaving for Lahore next week.

Are you coming on Monday?

She is not inviting you on her marriage.

iii. By using 'going to'

I am going to buy a new car.

If you don't admit your mistake, I am not going to pardon you.

On using 'going to' the structure of the sentence will be:

Formation: Subject + is/are/am +going to + 1st form of verb + Object.....

In both the sentences given above the speaker is certain about the occurrence of the action. But mostly we use 'going to' when we know that the decision of getting an action done had been taken. Probably some steps have been taken towards it and the action is certain to be complete as.

My uncle has bought a plot of land in Lahore. He is going to build a house next year.

I have drawn 60,000 rupees from the bank. I am going to buy a scooter tomorrow.

The sky is overcast with dark clouds. It is going to rain.

- Khalid has broken the window pane. He is going to be fined.
- iv. By using 'be + to + verb' as:
 - I am to reach school at 7 A.M.
 - The Prime Minister is to broadcast his speech today.
- v. By denoting the principal clause of a conditional sentences as:
 - If she works hard, she will get a scholarship.
 - If we hire a taxi, we shall catch the train.
 - If you run fast, you will win the race.

EXERCISE 9

- The classes in a week. (start)
- If I teach her, she the exam. (pass)
- She hopes that she her lost child. (find)
- I in time tomorrow. (be)
- I in five minutes. (return)
- you if I do not help you? (mind)
- How many students the exam next years? (take)
- I hope that he the exam. (pass)
- If he comes, I him. (help)
- If they run, they the train. (get on)

ANSWERS

- will start
- will pass
- will find
- shall be
- shall return
- will mind
- will take
- will pass
- will help
- will get on

FUTURE CONTINUOUS TENSE (فعل مستقبل جاری)

(Indication Formation, Usage and Practice)

Indication of the Tense (پہچان):

(will be + -ing form) (رہا ہوں گا، رہے ہوں گے)

The peon will be ringing the bell.

She will be waiting for you.

Formation Methods:

(بنانے کا طریقہ)

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبر)	Subject (S) + will/shall + be + 1 st form of Verb (VI) + ing + Object (O)
Negative (منفی)	Subject (S) + will/shall + not + be + 1 st form of Verb (VI) + ing + Object (O)
Interrogative (سوالیہ)	Will/shall + Subject (S) + be + 1 st form of Verb (VI) + ing + Object (O) + ?

Formation of Assertive Sentence: (خبر بنانے کا طریقہ)

- Subject (S) + will/shall + be + 1st form of Verb (VI) + ing + Object (O)
The Future Continuous Tense is used to express an event that is expected to take place in the normal course or at some time in the future as:
We shall be playing a football match on Sunday.
- The new edition of this book will be coming out shortly.
- When I reach Colombo, it will be raining heavily there.

Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

- Subject (S) + will/shall + not + be + 1st form of Verb (VI) + ing + Object (O)
The farmer will not be watering the plants at this time.

Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)

- Will/shall + Subject (S) + be + 1st form of Verb (VI) + ing + Object (O)?
Will you be taking part in the debate?

EXERCISE 10

- He as a doctor in five years. (serve)
- In a hundred years, people in the air buses. (travel)
- I novel next month. (teach)
- When you come, I the boys. (teach)
- Do not phone me at 3 am, I then. (sleep)
- I you daily next month. (see)
- It is a serious injury but you again in six months. (walk)
- You can see Liza tomorrow in her office. She there then. (work)
- In fifty years, we on fills. (live)
- At 10 am, she to Lahore. (fly)

ANSWERS

- will be serving
- will be travelling
- will be teaching
- will be teaching
- will be sleeping
- will be seeing
- will be walking
- will be working
- will be living
- will be flying

FUTURE PERFECT TENSE (فعل حال مکمل)

(Indication Formation, Usage and Practice)

Indication of the Tense (پہچان):

(will have + 3rd form of verb) (چکا ہوں گا، کیے ہوں گے)

They will have spoiled all chances of success.

Before we reach, they will have gone.

Formation Methods:

(بنانے کا طریقہ)

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبر)	Subject (S) + will/shall + have + 3 rd form of Verb (V3) + Object (O)
Negative (منفی)	Subject (S) + will/shall + not + have + 3 rd form of Verb (V3) + Object (O)
Interrogative (سوالیہ)	Will/shall + Subject (S) + have + 3 rd form of Verb (V3) + Object (O)

i. Formation of Assertive Sentence: (خبر بنانے کا طریقہ)

Subject (S) + will/shall + have + 3rd form of Verb (V3) + Object (O)
By the time you get back, we will have finished writing the letters.
He will have completed the work before you reach there.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + will/shall + not + have + 3rd form of Verb (V3) + Object (O)
He will have not completed the work before you reach there.

iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)

Will/shall + Subject (S) + have + 3rd form of Verb (V3) + Object (O)?
Have he will completed the work before you reach there?

USES OF FUTURE PERFECT TENSE

1. The future Perfect Tense expresses an action which is expected to be completed by a certain time in the Future as :

She will have covered half of her journey by coming Monday next.
I shall have revised my lesson by 8 P.M tomorrow.
The plane will have landed by time you reach the airport.

2. The Future Perfect Tense sometimes expresses the speaker's belief that something has taken place. In such sentences it does not express the Future; as

"In the newspaper you will have read about the railway accident that took place today", said my father.

"You well have discussed the plans how to celebrate the function", said my mother.

3. It is also used for an action which at a given future time will be in the past as:

In two years' time (i.e., two years from now) I shall have taken my degree.
When we reach Lahore, we shall have completed the major part of our round tour to South Pakistan.

Note: In a complete sentence we use 'shall/well' only in the Principal Clause.

I will go to play when I finish my work. OR
I will go to play when I have finished my work.

EXERCISE 11

- He his assignment in an hour. (complete)
- He this novel by tomorrow morning. (finish)
- By the end of the next month, I here four months. (be)

- I this job in twenty minutes.
- By this time next year, I Rs. 50000/-. (finish)
- The train before Naseem reaches the house work. (save)
- When he comes back, I all the house work. (leave)
- The Police of the theft by this time. (finish)
- When she gets up, her mother the eggs. (hear)
- On 4 October, they for ten years. (boil)
- (be married)

ANSWERS

- will have completed
- will have finished
- will have been
- will have finished
- will have saved
- will have left
- will have finished
- will have heard
- will have boiled
- will have married

FUTURE PERFECT CONTINUOUS TENSE
(Indication Formation, Usage and Practice)

Indication of the Tense (بیان):

(will have been+ -ing form of verb) (تاریخ ہوں گے رہے ہوں گے)
They will have been receiving such letters.
He will have been lying in bed so far.

Formation Methods:

(بنانے کا طریقہ)

SENTENCE (جملہ)	FORMATION (بنانے کا طریقہ)
Assertive (خبر)	Subject (S) + will/shall + have + been + 1 st form of Verb + ing + Object (O) + since/for
Negative (منفی)	Subject (S) + will/shall + not + have + been + 1 st form of Verb + ing + Object (O) + since/for
Interrogative (سوالیہ)	Will/shall + Subject (S) + have + been + 1 st form of Verb + ing + Object (O) + since/for?

i. Formation of Assertive Sentence: (خبر بنانے کا طریقہ)

Subject (S) + will/shall + have + been + 1st form of Verb + ing + Object (O) + since/for

The Future Perfect Continuous Tense is used to express an action that will have been going on at or before some point of time in the Future as:

- We shall have been waiting for you for a long time.
- She will have been weeping since 3 P.M.

ii. Formation of Negative Sentence: (منفی جملہ بنانے کا طریقہ)

Subject (S) + will/shall + not + have + been + 1st form of Verb + ing + Object (O) + since/for

- The boys will not have been flying kites since noon.

iii. Formation of Interrogative Sentence: (سوالیہ جملہ بنانے کا طریقہ)

Will/shall + Subject (S) + have + been + 1st form of Verb + ing + Object (O) + since/for?

- Will they have been taking the test for a week?

AGREEMENT OF THE VERB WITH THE SUBJECT

فعل کو ہیٹھ مذکر، مؤنث، واحد، جمع کے لحاظ سے فاعل کے مطابق ہونا چاہیے۔

She does her duty well.

Shahzad and Awais are watching T.V.

Our liberator and founder of Pakistan was born in Karachi.

Slow and steady wins the race.

اگر فقرے کے شروع میں مندرجہ ذیل الفاظ میں سے کوئی لفظ ہو تو verb واحد ہوگا۔

Each, Every, Neither, None, Either, Anyone, Many a

None of these boys is my friend.

اگر دو اسم (nouns/pronoun) مندرجہ ذیل سے ملائے جائیں تو verb قرعہ اسم کے مطابق ہوگا۔ یعنی:

Neither	noun/pronoun	nor	noun/pronoun	verb
Either	noun/pronoun	or	noun/pronoun	verb
.....	noun/pronoun	or	noun/pronoun	verb

Neither	He	nor	I	Am(not- is) ill.
Either	He	or	I	Am(not- is) ill.
.....	He	or	I	Am(not- is) ill.

مندرجہ ذیل اسماء واحد استعمال ہوتے ہیں۔

News, Hair, Bread, Poetry, Scenery, Physics, Progress, Luggage, Furniture, Knowledge etc.

Her hair is long.

مندرجہ ذیل اسماء (nouns) دیکھنے میں واحد معلوم ہوتے ہیں لیکن یہ جمع ہیں۔

Cattle, People, Poultry, Vermin Gentry etc.

People are (Not - is) gathering in the hall.

اگر مندرجہ ذیل الفاظ سے دو اسم (nouns/pronouns) ملائے جائیں تو verb کچھ اسم (nouns/pronouns) کے مطابق ہوگا۔

Noun/Pronoun	With, along with, together with, not, but, except, besides, as well as, in addition to, instead of, accompanied by	Noun/pronoun	verb
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EXERCISE 12

- Shahzad and Ali playing cricket yesterday. (be)
- The teacher with his students..... hide and seek now. (play)
- Bread and butter necessary for health. (be)
- Neither of these two boys wise. (be)
- Either I or she taking tea at present. (be)
- The wages of labourers low. (be)
- You as well as he already the course. (finished)
- She no I guilty. (be)
- She accompanied by these boys.....there. (just arrive)
- The carriage and horse.....at the door. (Be)

ANSWERS

- were
- is playing
- is
- is
- is
- are
- have finished
- is
- has just arrived
- is

CONDITIONAL SENTENCES

ان فقروں میں دو کلاز ہوتی ہے۔ یعنی ایک if-clause اور دوسری if-clause, Main-clause میں کوئی شرط بیان کی جاتی ہے اور main-clause میں اس سے رد نما ہونے والے نتائج درج کیے جاتے ہیں۔ مندرجہ ذیل پر غور کریں۔

If-clause	Main-clause
If he requests me.	I will help him.

یہ چار طرح کے فقرے ہوتے ہیں جو درج ذیل ہیں۔

- Zero conditional
- First conditional
- Second conditional
- Third conditional

اب ہم باری باری ان کا تفصیلًا جائزہ لیتے ہیں۔

1. ZERO CONDITIONAL

یہ فقرے عمومی سچائی بیان کرنے کے لیے استعمال ہوتے ہیں۔ ایسے فقروں کی دونوں کلاز میں present simple tense استعمال ہوتا ہے۔

If-clause	Main-clause
If + present simple tense	present simple tense
If you are healthy.	nothing is lost.
If we freeze something.	it does not decay.

2. FIRST CONDITIONAL: PROBABLE CONDITIONAL

یہ فقرے کسی ایسی شرط کے لیے استعمال ہوتے ہیں جس کو ہم ممکن خیال کرتے ہیں۔ مثلاً "اگر وہ محنت کرے گا تو کامیاب ہو جائے گا۔" (اس بات کا امکان ہے کہ وہ محنت کرے گا۔) ایسے فقروں کی if - clause میں present simple tense اور main - clause میں future simple tense استعمال کیے جاتے ہیں۔ مثلاً

If-clause	Main-clause
If + subject + V1 (s/es)	Subject + will + V1
If he works hard.	he will pass the exam.

3. SECOND CONDITIONAL: IMPROBABLE CONDITIONAL

یہ شرط کسی فرضی بات کے لیے استعمال ہوتی ہے جس کو ہم ناممکن یا بعید از امکان سمجھتے ہیں۔ مثلاً "اگر اس نے مجھ سے درخواست کی تو میں اس کی مدد کر دوں گا۔" (مگر اس بات کا امکان ہے کہ وہ مجھ سے درخواست نہیں کرے گا) ایسے فقروں کی if - clause میں past simple tense اور main - clause میں (would + V1) استعمال ہوتے ہیں۔

If-clause	Main-clause
If + subject + V2	Subject + would + V1
If he asked me.	I would help him.

4. THIRD CONDITIONAL

یہ شرط ماضی کے کسی ایسے واقعہ کے بارے میں بات کرنے کے لیے استعمال ہوتی ہے۔ جو واقعہ ہو چکا ہو جسے بدلانا ناممکن ہو۔ چنانچہ ایسے فقرے کی شرط کو ہم ناممکن خیال کرتے ہیں۔

If-clause	Main-clause
If + past perfect = (had + V3)	Subject + would have + V3
If he had won a million pounds	he would have bought a new car.

EXERCISE 13

- If it is a white lie, I you. (help)
- If you excessively, you will be ill. (eat)
- If we work in collaboration, we repaid progress. (make)
- If you the text, you will not be able to secure good marks. (no study)
- If he late, he will miss the train. (be)
- If he did not help the poor, he prosperous. (not be)
- You would win her favour if you your worth. (prove)
- If he conspired against Aslam, he.....for that. (be punished)
- If he came to me, I him. (help)
- He would catch the train if he fast. (run)
- If Aslam were rich, he the poor. (help)
- If Saleem president, the country would have been strong. (be)
- If he had taken the examination, he good marks. (get)

- If she were a beautiful lady, he her. (marry)
- Unless you work hard, you (not pass)

ANSWERS

- will help
- eat
- shall make
- do not study
- is
- would not be
- proved
- would be punished
- would help
- ran
- would have helped
- were/had been
- would have got
- would have married
- will not pass

SEQUENCE OF TENSES

اگر کسی فقرے میں دو clauses ہوں تو مندرجہ ذیل possibilities ممکن ہیں۔

Principle Clause	Sub-ordinate Clause
Present	Past, Present, Future
Future	Past, Present, Future
Past	Past
Past	Present in case of universal truth
Past + as, than	Present

The details of above said rules are given below:

- اگر Principal Clause کا فعل زمانہ حال یا مستقبل کو ظاہر کرے تو ماضی کا Subordinate clause کا فعل ہر زمانے میں آسکتا ہے۔

- He says that he goes there daily. (Present Tense)
- He says that he went there daily. (Past Tense)
- He says that he will go there daily. (Future Tense)
- He will say that he goes there daily. (Present Tense)
- He will say that he went there daily. (Present Tense)
- He will say that he will go there daily. (Present Tense)

- اگر Principal Clause کا فعل زمانہ ماضی کو ظاہر کرے تو ماضی کا Subordinate Clause کا فعل بھی ماضی میں ہوگا۔

- He said that he was ill. (past followed by past)
- He worked hard so that he might pass. (past → past)

- اگر Principal Clause کا فعل زمانہ ماضی میں ہو مگر Subordinate Clause کا زمانہ ماضی سے پہلے کا جائے تو پھر زمانہ تبدیل نہیں ہوگا۔

- He said that honesty is the best policy. (no change in "is")

- اگر Principal Clause اور Subordinate Clause آپس میں as well as یا than کے ذریعے ملے ہوئی ہوں تو

Subordinate Clause کا فعل ماضی کے اعتبار سے کسی بھی Tense میں آسکتا ہے۔

- He helps me more than he helps his brother.
- He liked me as well as he likes his brother

- اگر بڑی کلاز میں صلا ہو تو ماضی کا زمانہ ہر زمانہ آسکتا ہے۔ مثلاً

EXERCISE 14

1. When he I'll entertain him. (return)
2. He will be ready as soon as you here. (be)
3. I'll be in the class before the bell (ring)
4. They will be delighted when she the Holy Quran. (recite)
5. As soon as I got at the station, the train off. (start)
6. As soon as they came out, it to rain. (begin)
7. When I met him, he reading a novel. (be)
8. The light went off when she writing a letter. (be)
9. He was stronger than he today. (be)
10. He was not so intelligent as he today. (be)
11. She explained that hard work key to success. (be)
12. He said that the earth round the sun. (revolve)

ANSWERS

- | | | | |
|------------|----------|----------|--------------|
| 1. returns | 2. are | 3. rings | 4. recites |
| 5. started | 6. began | 7. was | 8. was |
| 9. is | 10. is | 11. is | 12. revolves |

INFINITIVE

بہرہ ذیل کے بعد bare infinitive (جب کلمہ فارم سے کلمہ استعمال نہ ہو) لگتا ہے۔
 infinitive → (to + 1st form → to + go)
 Bar infinitive → (1st form → to + go)

Bid, let, hear, notice, have, make, need, dare, had better, watch, behold, observe, see, near, feel, but, rather than, except, rather.
 I made her to stand. (Incorrect)
 I made her stand. (Correct)

EXERCISE 15

1. You need not a noise.
a. made b. make c. to make d. making
2. He heard him a song.
a. sing b. to sing c. sang d. singing
3. You had better the poor.
a. helping b. to help c. help d. helped
4. He dared the truth.
a. spoken b. to speak c. speaking d. speak
5. He made Amjad the book.

- | | | | |
|-----------------------------------|----------------|-------------|----------------|
| a. read | b. to read | c. reading | d. was reading |
| 6. He had her the room. | a. to enter | b. entering | c. enter |
| 7. He let him | a. going | b. went | c. gone |
| 8. You need not anyone. | a. abuse | b. abusing | c. abused |
| 9. He had better for exams. | a. to prepares | b. prepared | c. prepare |
| 10. I behold him my watch. | a. steal | b. stole | c. stealing |
| | | | d. to steal |

ANSWERS Keys

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. a | 3. c | 4. d | 5. a |
| 6. c | 7. d | 8. a | 9. c | 10. a |

To be; is, are, am, was, were, been

been is, am, are, was, were کے مطابق Tense کا اس کی جگہ
 جس فقرے میں بھی فعل (be) کا آؤں دیکھا ہو طلباً اسے جگہ کی جگہ

EXERCISE 16

1. You cannot see him, he out today.
a. had been b. has been c. was d. is
2. He an old man of seventy, when I met him last year.
a. has been b. is c. were d. was
3. She bathing in the pool when the phone rang.
a. has been b. is c. were d. was
4. When I say the gardener, he in the garden.
a. has been b. is c. were d. was
5. He ill for tow week.
a. has been b. is c. were d. was
6. He in prison for two years when I saw him yesterday.
a. has been b. had been c. were d. was
7. She is kitchen when I enter home.
a. has been b. will be c. were d. was
8. The fox in the well when the paint peeped down into it.
a. has been b. is c. were d. was
9. The fox jumped on the goats back and out of the well.
a. has been b. is c. were d. was
10. I in chair when he enters the room.
a. has been b. will be c. were d. was
11. The birds in their nest when it is dark.
a. has been b. will be c. were d. was
12. We in graves after death.